





## Community school or ghetto?

Ghetto is a deliberately emotive word which has been used a lot in the last few days in the wake of the Greater London Council proposal (page 4) to allow Bengalis to congregate in some of the older estates in the Spitalfields area of East London. This is what the Bengalis want, so there is no suggestion of enforced segregation (which in any case would breach the Race Relations Act).

What the GLC intend to do, as its Labour and Conservative politicians agree, is to make the best of a bad job. But to adopt the pragmatic solution does not amount to taking thought for the future; nor does it remove the conditions and emotions which make the Bengalis want to huddle together for safety.

It piques any hopes of integration in the area aside indefinitely. That has implications for the community schools which serve the local community. The future of Robert Montefiore, the secondary school most affected, has long been in doubt. There is a high proportion of Bengali pupils and the rolls, in common with others in that part

of London, are falling. Closure was among the options put forward in the report to the L.E.A. development sub-committee last October, on whether it should form the basis for a community school and centre. Although the paper did not say so, the idea was that it should, in the long run, become a Bengali community school, providing everything from pre-school to adult classes and thus facing up to the reality which has now overtaken Spitalfields as a whole.

The Bengali families may prefer this, but is it right to abandon any idea of integration in the schools? Should not schools reflect the wider community outside as well as that of the locality? The Commission for Racial Equality hedges on the question of an all-Bengali school. Having set its face against bussing (in East) it has no consistent policy on the kind of racial balance schools may have to be found on an individual and practical—rather than philosophical—basis. It is a matter of attitudes and curriculum, and, as the Schools Council has demonstrated, there are no easy answers that way either.

## Californian taxpayers' revolt

The success of the Californian tax revolt (page 3) is going to have wide repercussions. The elementary and secondary schools and the community colleges will be the educational institutions most directly affected by the loss of funds. When the campaign to press the cuts was starting, some school and college boards were defiantly insisting that, if the worst came to the worst, they would simply carry on as normal all the money ran out and then close down and confront the citizens with the logical consequences of their votes in a country which can discuss with reasonable equanimity the possibility of its biggest city going bankrupt. It is just possible they might carry out their threat.

Before that happens there will certainly be some agonizing moments, not least for the teachers and their unions.

The wider repercussions will include a boost for other tax rebels across the United States—and could it be?—beyond. The property tax is particularly disliked in California where there has recently been a property boom of the kind experienced here under the Heath Government, rapid upward volatility of property has led to hefty rate increases. This is not peculiar to California. But when the rate rises there could happen elsewhere a revolt in an unpopular tax and the good will of an aging population.

## High season for exams

There is nothing like a couple of simultaneous drug tablets for bringing on an attack of righteousness among the sports authorities. They tolerate, even encourage, cynical fouling on the football field, or fast bowlers at tail-enders on the cricket ground, but the slightest tittle of the pill box brings them rushing to the defence of the highest standards of sportsmanship.

No doubt Professor Arnold Bakker of Chelsea College will be making footballers undergo random tests after every league match, like the 40 per cent handed out by the independent chief examiner. It would be interesting (and deeply shameful) to know how much medication has been prescribed by

aspirin-egg GPs for this summer's exam candidates. Why not a dose test for O-level candidates? The Schools Council or the NFER would do the statistics necessary to moderate between an O level Grade B with Rascals and an O level Grade C without.

Of course, the same procedure would have to apply to the examiners: a mark of 60 per cent on an examiner on Vallum might only be equivalent to the 50 per cent awarded by a total abstainer, or the 40 per cent handed out by the independent chief examiner. Something along these lines is long overdue: "to preserve the good name of British examining".

## Vouchers

It would, of course, be possible to devise a voucher scheme for private schools, but only by giving the choice to the schools instead of the parents and accepting the selection which would follow. The independent schools would be tempted to accept themselves to accept pupils who were clearly not prepared to commit themselves to the school. Nor would it be reasonable to expect a community school to accept pupils who were clearly not prepared to commit themselves to the school. The voucher idea has never looked like a serious runner. The Kent study does nothing to make it appear any more plausible now. Expressed in another way, this is the study that its opponents in the county will have no less difficulty in blocking than opponents of vouchers.

Mr Norman St. John-Stevens has always taken care to distance himself from the voucher idea and will continue to do so. It could be however that this Kent study will stimulate other independent schools to consider the possibility of accepting pupils who were clearly not prepared to commit themselves to the school. The voucher idea has never looked like a serious runner. The Kent study does nothing to make it appear any more plausible now. Expressed in another way, this is the study that its opponents in the county will have no less difficulty in blocking than opponents of vouchers.

As graduate unemployment increases and the value of degrees is questioned, Bill Kirkman finds that non-vocational degrees still confer substantial benefits

## Feel the width

Is it worth going to a university? In the early 1970s that question was asked with increasing frequency as "graduate unemployment" appeared on the scene as a well-publicised phenomenon for the first time since before the Second World War. Because a number of graduates had difficulty in obtaining jobs, many people questioned the value of the education they had undergone in universities or polytechnics. The doubts were encouraged by those who were hostile to the student intake anyway.

They may have been influenced by reports of the survey, *Employment of the highly qualified 1977-1986*, just published by the Unit for Manpower Studies of the Department of Employment. Though, as the report in the TES last week pointed out, that survey painted a picture by no means wholly gloomy. The idea that a degree ought to lead to a "better" job, or indeed to a job at a particular level, suggests a narrow view of what education is for but even on the most narrowly vocational assessment, higher education confers some substantial advantages. It does so by offering to those who have undergone it a wide range of choices.

It would, of course, be over-sanguine to claim that graduates have to go to university to obtain jobs, or that those who do not find satisfactory employment have only themselves to blame. There are problems, and in an era of high unemployment, it is inevitable that the problems will affect graduates as well as everyone else.

Nevertheless, some of the difficulties can be attributed to unrealistic expectations (on the part of some graduates, many parents and others). The uncertainty lies not necessarily in overrating the ability of particular individuals, but in assuming too direct a link between subject of study and job. Sometimes, clearly, the link is there. Medicine is the obvious example, but there are others. Many engineers, for instance, expect to work in engineering jobs if they wish.

The key words are "if they wish". The fact is that, under the British educational and employment system it is easy for people

to use their educational qualifications as a hedge from which to acquire skills rather than as a training for specific jobs. In this we are unusual. I caused some surprise at a conference in Germany last year when I explained that an extremely well-formed apprentice that it is possible in Britain for a chemist to become a chartered accountant, or for a graduate in English or history to become a production manager in industry.

There are social and political reasons why it would be difficult for the Germans to introduce a similarly flexible system, but at a time when rapid changes in demand for staff can occur in almost any field of employment, the British need look only at the changing professions to be reminded of the truth of this such flexibility is much to be prized. A qualification for which demand has evaporated is a passport to redundancy. A qualification which is seen as the means to acquire new skills is a beacon lighting the way out of unemployment.

As the processes of production become more and more technical, it may be thought that the openings for arts graduates will become fewer. It is certainly true that for many jobs a scientific or technological background is essential, but the evidence is still that very many employers, for a wide range of jobs, are looking for graduates regardless of academic discipline. It applies to many of the most successful British industrial firms, who have good, realistic training schemes.

For the successful translation of one set of skills—the academic—into other purposes—managerial—that is essential. Significantly, the most successful employers usually place a high priority on training. The need for training, incidentally, is often just as great when there is a direct link between subject of study and subsequent job, and the belief that a degree course in these circumstances is a substitute for specific training can also be a cause of frustration.

For example, many people who study modern languages (as I still assume that their degree will be an inestimable qualification for employers, it will not—but the ability to speak languages may well

be provided it is not for other qualifications and jobs. Even in the case of the "graduate unemployment" which has been so much talked about, it is not enough to say that the European Community has set for teacher education is not a high priority.

There is no special need to apply this example to its BEd courses and 25 per cent of graduates always more for the postgraduate certificate—admittedly, in St John's is another where demand for staff is running high. Anyone reading the findings in them will find evidence of a drop in the number of graduates in the sciences, but a rise in the number of graduates in the arts. The Central Services Careers Service (Part of University Grants) If we take the group—languages, arts, and social studies, for example, and look at the figures of graduates of these degrees in employment in 1976.

General. Government-appointed committees expected to give the green light to a common 16 plus exam system held its final meeting this morning. The committee was set up last year, under the chairmanship of Sir James Weddell, to consider the proposals of the Schools Council's proposal to curricula, including the O level and CSE. It hopes to report to the Government by the end of next month.

Financial. The Schools Council is expected to supply a single 16 plus exam system, covering the technical, financial and administrative aspects of the school. They will suggest a new system of about six regional groups of exam boards and a central control of standards, to be run through the Schools Council.

This would meet criticisms of the current system such as the select committee would show as well as the death of the 16 plus exam. As it stands, however, the 16 plus exam is too many, one should lead directly to a reduction in the number of syllabuses at this level.

## Training intake slumps by 20%

Education, which is due to merge with the polytechnic this year, applications were said to be very low. Mr Ken Holmes, the acting principal, said that recruiting for the BEd was only 20 per cent towards the target.

At Trent Polytechnic a spokesman said applications were 22 per cent down on last year but that this was a better position than at many other institutions. He said there appeared to be confusion in some schools after the disappearance of some colleges as free-standing institutions.

Miss Beryl Soverbutts, secretary of the Central Register and Clearing House, said that general applications were 18.6 per cent down on last year and that teacher training probably showed a drop of some 20 per cent. This was a considerable improvement on figures six months ago, when applications were down by almost a third. The only

overall increase was for the postgraduate courses. It was impossible to tell whether this year's DES target of 9,500 students would be met. "I hope we are not short because I honestly believe that we could run short of teachers again in the 1980s if we do not reach our targets now," she said.

The feeling in some polytechnics is that girls, who fill two-thirds of the places on undergraduate teacher training courses, are reluctant to apply to the newly merged institutions. Links have been built up between schools and the traditional colleges of education and it is felt that sixth-formers are still encouraged to apply in the smaller colleges.

Another reason for the decline is the phasing out of the Certificate in Education at many institutions, precluding candidates with fewer than two A levels. This has come on top of adverse publicity about teacher unemployment and the proposed closure of a number of colleges.—*TES*.

## Exam reform team reports next month

Bob Doe

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My school: the parents of Louise Carter, aged five, have bought her school, in Greavesend, Kent, to save it from closure. With the death of the founder last year, all hope faded of the school's survival. But then Louise's parents decided to sell their house, buy the school and move in. They paid £20,000 for the 19th century building, and expect to spend an equal amount of renovations.

## Cheshire asks for another £1m

Cheshire County Council is asking the Government for £1m to put right the worst deficiencies in its comprehensive schools.

In letters to Mrs Shirley Williams, the Education Secretary, and Mr Peter Shore, the Environment Secretary, the county explains that 60 per cent of its schools are overcrowded compared with 50 per cent nationally. Its schools population is

increasing at a faster rate than average, but its rate support grant allocation is being cut. Its rates, it says, are now the joint second highest of all metropolitan English counties, having increased by 14 per cent in the past year. Comprehensive reorganisation is due to be completed in 1979 but, apart from two lump sums, the county has had no extra money for the necessary building work.

The wrong French works of literature, the others had confused the order of four examination papers. Mr Alex Sutherland, deputy secretary of the London University GCSE Board, said similar mistakes happened every year. There were always one or two cases each time the syllabus was changed or the timetable altered. And Mr D. Gurney, senior assistant secretary of the Cambridge Board, said they

had had similar cases. "It's not unique. We all have it," he said. The exam boards normally send details of syllabus changes to school head teachers. Mr Gurney said there was probably a lack of communication between the heads and the boards of departments. The London pupils will not be penalized for this mistake. The board had not asked for assessments of their term-time work.

United States

## Schools spending cut to the bone, and beyond

from Clive Cookson

WASHINGTON Californians this week voted by a two to one margin to slash local property taxes—the main source of revenue for schools and community colleges—by about 57 per cent. Although this landslide result appeared possible after the most recent opinion polls, it would have seemed sensational even a month ago. Neither the immediate impact nor the long term effect on education in the state is yet clear.

Without Rides the state schools' superintendent estimated before the referendum that passage of the so-called Jarvis-Gann Initiative (named after its sponsors, Howard Jarvis and Paul Gann) would cut school districts' funds by 30 per cent. Opponents of the initiative, who included Governor Jerry Brown and

most of the state's established politicians from both parties, predicted that thousands of teachers and other local government employees would have to be laid off, although the state will be able to make up some of the \$7,000m lost by the local authorities from its budget surplus. The initiative limits annual property taxes (roughly equivalent to British rates) to one per cent of a house's assessed market value—the present average is around 2.7 per cent. In addition, future local tax rises will have to be approved by two-thirds of the electorate in a referendum. The success of Jarvis-Gann is widely expected to fuel similar "taxpayer revolts" in other states at the expense of schools and other local services.

## NUT ban in 67 schools

The National Union of Teachers is taking industrial action in the Luton borough of Brinkley from Monday because it says the authority is providing no pay for teachers, especially in primary schools.

Action by 650 members in 67 schools will involve no classes of more than 32 junior children and a refusal to cover for absent colleagues. Another nine local education authorities have assured the National Association of Schoolmasters-Union of Women Teachers that after-school duties are purely voluntary. This, the union claims, brings the total to 32. The latest are Essex, Birmingham, Avon, Leeds, Northumberland, Humberside, Lincolnshire, Cambridgeshire and Bradford. The ban on voluntary duties has been lifted in these areas. In January last year, the union says, the primary staffing ratio was

26.3:1. In January this year it had moved to 25.3:1. Over the same period secondary ratios worsened from 16.4 to 16.5:1. Mr Geoffrey Killyer, chief education officer for Brinkley, disputed the figures and said primaries now had a ratio of 24.75:1 while secondaries were 16.75:1. Another nine local education authorities have assured the National Association of Schoolmasters-Union of Women Teachers that after-school duties are purely voluntary. This, the union claims, brings the total to 32. The latest are Essex, Birmingham, Avon, Leeds, Northumberland, Humberside, Lincolnshire, Cambridgeshire and Bradford. The ban on voluntary duties has been lifted in these areas. In January last year, the union says, the primary staffing ratio was

## Do you teach English Plus or English Minus?

The sole purpose of language is to formulate, express and communicate a person's thinking. That may be why more and more English teachers are beginning to feel that it is insufficient to teach mechanical language skills on their own. They are attracted to the idea of teaching basic thinking skills in addition. Essay writing is only the most obvious example of the marriage of language and thinking skills.

The CoRT (stands for Cognitive Research Trust) Thinking lessons offer the simplest and most widely used method for paying attention to the basic thinking skills. The lessons provide abundant material for both written work and discussion together with a framework for the deliberate application of thinking. The material can be fed into other lessons. The lessons are now in use in thousands of schools both in the U.K. and abroad, yet none of the teachers has ever been given specific training. The material is so basic that teachers can use it, of course, and their gain confidence as they proceed. As a matter of fact the teaching style of English teachers is well suited to the lessons.

The 60 CoRT lessons provide an important school resource from which teachers can draw as they wish in order to teach English Plus (Thinking).

Details from Direct Education Services Ltd, 1 Alfred Street, Bradford Forum, Dspsot DT11 7HZ.

## Now, the exam you all haven't been waiting for

schools should have their heads turned—say the National Union of School Students. This was their message this week to news that the Schools Council had decided to drop the 16 plus exam. The union said that the 16 plus exam was a "dead end" and that schools should be encouraged to focus on the O level and CSE exams. The union also said that the 16 plus exam was a "dead end" and that schools should be encouraged to focus on the O level and CSE exams.

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# All-Asian school likely after GLC plan

by Caroline Haydon

An East London school could become totally Bengali because of Greater London Council's plans to concentrate Asians in particular tower blocks in this area.

Robert Montefiore, Secondary School, where Conservative education spokesman Rindes Boyson was once head, is in the heart of the Spitalfields area of Tower Hamlets, near blocks which the Conservatives plan to earmark for Bengalis.

Now controversy over the housing plan, said to be favoured by Bengalis who prefer to live close together to protect themselves from violence, has extended to its effect on local schools.

Robert Montefiore, most likely to be affected, is already under threat of closure because of drastically reduced entry. Nominally a five-form entry comprehensive taking in 150 children aged 11 every year, its intake fell to 44 pupils—fewer than 11 forms—last September.

Heddon, Mr. Montefiore estimates the number of Bengalis in the school at about 60 per cent, and fears the number could mount up to 100 per cent if parents move to the flats near the school.

"If parents want to move here because they feel safer they may also want to send their children to school within walking distance," he said. "The school could change character completely and become an all-Asian school."

Mr. Montefiore is against the GLC proposal because he believes they jeopardise the chances of proper social integration.

Robert Montefiore has a number of difficulties. It is split-site, with an intake more than 80 years old which—officials put it—has "limitations by present-day standards". As well as the reduced intake,

which has brought numbers down to fewer than 500 in a school with capacity for 850, there is a marked imbalance between the number of boy and girl entrants. In the past three years only 12 girls a year have transferred to the school from feeder primaries, because local Asian families prefer single-sex schools for girls.

The school is also unusual because a high number of immigrant children move in to the area and join before the age of 11. And it has a large number of children rated of low ability by Inner London Education Authority test standards.

Even so, there was a strong consensus among staff and parents that the school should be kept open and run as a school. Mr. Montefiore said: "This is the only school right in Spitalfields and it should be kept open." He added that local people

also rejected an alternative plan by ILA to keep a small school on the site as part of a community centre.

Other options include the closure of the school and the reopening of the premises as an English language, adult education or community centre, said an ILA spokesman. The authority is now meeting interested parties before indicating which option it prefers.

A spokesman for the Commission for Racial Equality said an all-Asian school would be "acceptable" provided there had been no racial discrimination involved in the process of achieving it.

He said: "We are primarily concerned with the quality of educational provision in schools whatever the concentration of minority groups."

There were no schools with a 100 per cent minority population, he said. The highest concentration was around 90 per cent.

## Danger and dirt found in maintenance survey of Birmingham schools

The state of schools in Birmingham reveals a catalogue of danger, dirt and potential disaster, according to a survey by the local branch of the National Union of Teachers.

Blocked, leaking lavatories, unsafe electrical fittings, leaking roofs and dangerous playgrounds are listed in the 20-page survey on school conditions, published this week.

The roof of one primary school has leaked for three years. And in another primary school, a teacher reports that "constant dampness so affected the plaster ceiling that just over a year ago an area of about one square metre crumbled down, exposing the wooden understructure of the roof."

"Nobody was injured since we had about 60 seconds warning as a urinal valve appeared. That section of the roof no longer leaks, but the ceiling has not been repaired."

Elsewhere, rainwater drips down the light cable in one teacher's office. Another says that water seeping through the gym roof has put over half the lighting out of action. And a school built on the first floor of a building built on a fire escape.

The survey also reveals that a secondary school has fire doors which open the wrong way and fire exits through stockrooms which have to be kept locked.

There is evidence of schools not complying with the school premises regulations. Two cubicles and one urinal serve 120 boys in one building; 91 girls use four cubicles.

A middle school states: "The Upper School urinal leaks, causing a very strong and unpleasant smell. The male teachers' lavatory in another school has been locked for at least eight months. Drains overflow into the playground of a primary school."

The local NUT urges Birmingham to put a massive amount of money into school maintenance and repair.

## Redbridge beats the Williams deadline by a few hours

Redbridge, the Outer London borough which has been holding out against reorganizing its two remaining grammar schools, submitted plans to Mrs Shirley Williams last week. These envisaged full comprehensive reorganization in 1988.

The authority had been given until June 1, under an order signed by the Education Secretary, to comply with the law. And it did so in a letter dated June 1 which was delivered to the DES by hand. Redbridge made it quite clear that it was being forced much against its will to turn Eford County High School for Boys and Woodford County High School for Girls into comprehensives.

As local education authority which most emphatically to resist its compulsory reorganization, Redbridge has now submitted its plans to Mrs Shirley Williams last week. These envisaged full comprehensive reorganization in 1988.

Redbridge complained that it had asked for an extension of the deadline but had received no reply from the DES. It had, therefore, not had time to consult with parents and others over what kind of comprehensive scheme they would support.

## Taylor too rigid, says AMA

Some of the Taylor recommendations on school governance are too rigid, the Association of Metropolitan Authorities told Mrs Shirley Williams, the Education Secretary, this week.

The four-way talks of governing bodies in local authorities, school staff, local authorities, representatives and people from the community would not work over time.

The association wants more to be done to ensure governing bodies are not too inflexible. It says: "The Taylor recommendations are too rigid. They do not allow for the fact that governing bodies are not static entities. They are constantly changing and evolving."

the association's education committee, also said they could not support the requirement of a governing body for each school. Many LAs have adopted growing arrangements that reflect genuine educational differences between infant and junior, or feeder, primary and secondary schools, or primary schools with senior schools.

"We are also concerned that governing powers should not be taken from the accountability of the school staff to its electorate. At present, the governing body is a body of representatives of the community, not a body of representatives of the school staff. This is a fundamental principle of school governance. It should not be abandoned."



Caught in the act: after an educational tour of the town's police station, six-year-old pupils from Ilfriccombe Infant School, Devon, decided to use the visit as a theme for a play. They asked the police to come to see it.

## PERSONAL COLUMN

John Rae  
Trust me, Guvnor

The NUT will no doubt regard my support as the kiss of death, but I must say that I think that in almost every respect I agree with their conclusion to the recommendations of the Taylor Committee. I think the NUT are wrong to object to the idea of governors sitting in while a class is in progress but that is a minor point. But the whole of my opposition to such recommendations as governors' control in the curriculum and pupil governors is surely right. I hope the idea of pupil governors has been finally shot down. As Professor Norman Crick has pointed out, the NUT will learn about the political process by observing it being well conducted by the head and his staff not by participating in the process themselves. But the idea of governors being in a position to influence the curriculum is not a minor point. It seems to me perfectly acceptable, indeed desirable, that central government should lay down some curricular framework within which individual schools can develop their own emphasis and style. This form of intervention on behalf of society as a whole will not please all teachers, but at least they will know it is based on knowledge and expertise. In other words the intervention will be pitched at a professional level.

The Taylor Committee's concept of local government exercising a degree of control over the curriculum is, in my view, a very good one. It is a concept which I think will be widely accepted by teachers and school governors alike. It is a concept which I think will be widely accepted by teachers and school governors alike. It is a concept which I think will be widely accepted by teachers and school governors alike.

My charge against the teachers' unions is that they often, individually or in concert, have succeeded in forcing the long term interests of teachers for the sake of short term interests. They have done this by using the public at large as a lever. They have done this by using the public at large as a lever. They have done this by using the public at large as a lever.

## Figures lead crusade

County Council education committee will be asked on Monday to approve a pilot scheme of education vouchers. This week a report by the county's voucher feasibility study was published.

The county's schools subcommittee is recommending an experiment in vouchers which will be given to parents of children at schools of their choice. The subcommittee also recommends that the cost of the vouchers should not come from the council's education budget but that it should be met by a levy on schools only.

Asked this week, a report on the two-year study carried out for the council has found that the proposal is a similar, though less expensive, alternative to the current system of school choice.

Successful parents for vouchers, particularly the middle class, have been the main force behind the proposal. The scheme would be a success, the report says, if it is not necessary to give people vouchers. Choice is seen as vital.

The figure, in fact, is that the impression is that vouchers would not necessarily be used by the majority of parents. The report says that in 1975 a factor is spare capacity in a school. The report says that in 1975 a factor is spare capacity in a school.

Women graduates who are involved in the 1975 and 1976 surveys, carried out in the Ashford area of Kent, involved 405 working mothers of nearly 1,500 children. The survey asked of just over 2,000 parents with O levels or above to complete a questionnaire in 1975 and 1976. Teachers, heads and women it was 11,000 schools were also involved.

Graduate mothers most wanted 80 per cent—40.5 working mothers of nearly 1,500 children. The survey asked of just over 2,000 parents with O levels or above to complete a questionnaire in 1975 and 1976. Teachers, heads and women it was 11,000 schools were also involved.

The statistics show that 87 per cent of 1975 of every parent knew what a voucher was and 12 per cent of those who would plump for a different school. The report says that in 1975 a factor is spare capacity in a school.

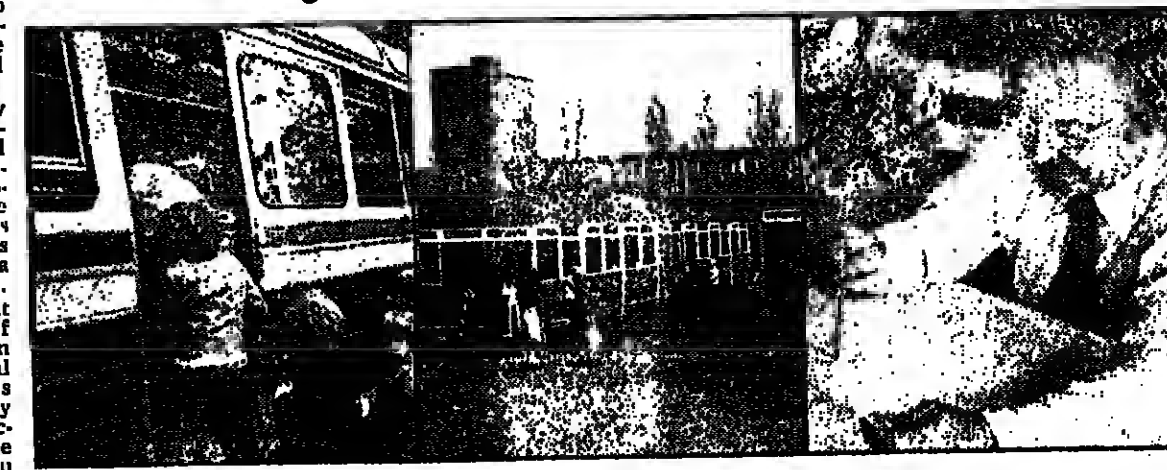
The proposal to move these children outside the school system is a move to private education, 9 per cent of the total. The report says that in 1975 a factor is spare capacity in a school.

The General Survey of the fees.

The Kent feasibility study has stamped question marks all over Tory plans for vouchers, though a pilot scheme may be carried out. Stephen Cohen looks at the evidence.

Below: what Kent estimates its additional costs in Ashford would be

## Anyone for vouchers?



Transport	Mobile huts	Administration
Nil-£133,608	£5,000-£23,500	£85,860-£89,700

Parents were told that vouchers would be worth £298 for primary children and £480 for secondary. Those who wanted to send their children to independent schools were prepared to top up the value of the voucher by amounts ranging from £70 to £920.

When the first part of the survey, which excluded independent schools, was analysed in detail, it emerged that primary schools in the area would either lose a maximum of 15 per cent of their pupils or gain up to 7 per cent. In the secondary sector, schools would lose or gain 14 per cent at age 11, and at age 13, lose 19 per cent or gain 18 per cent.

In secondary schools, there was little room for manoeuvre. Any increase in rolls would have to be housed in mobile rooms. According to the survey, some schools could lose up to 170 pupils; others would gain up to 30 and 80. A fall would simply mean the removal of existing mobile classrooms.

But if any proportion of the undecided parents chose the popular upper schools, there would be problems. Regulations on site areas would be breached and the borough planning department would be likely to object to more temporary buildings, the report notes.

Taking the highest estimate, there could be moves by between 20

and 46 per cent of the population of some schools. "If most of the moves were to the schools already most popular, this could produce an unmanageable situation." When independent schools were included in the hypothetical scheme, up to 2,261 children could be taken away from state schools. Secondaries would lose 8 to 14 per cent (a maximum of 941 children) and primaries 11 to 16 per cent (a maximum of 1,320 pupils). Information from independent schools revealed that they had spare places for only 620 secondary age children and 85 juniors. Independent schools would have to build more classrooms or provide temporary accommodation, the report says. At the moment, though, it is illegal for local authorities to pay fees for private education without approval of the Secretary of State. When an authority is forced to place children in independent schools, it has to pay the full cost, so a voucher, which covers only part of the fee, would be illegal. Movement out of the state system would cause accommodation problems and would also lead to savings on teachers. Surplus staff would have to be redeployed. The report says that costs would increase by up to £134,000 if parents had a free choice. Administering the scheme would cost about £85,000. Most of this would be for the salaries of bursars in large schools who would cope with the extra financial and administrative burden. Limiting the scheme to state schools would cost in total anything between £100,000 and £600,000 a year. Widening it to cover independent schools increases the cost to £873,000 to £1,328m. All 750 teachers in Ashford were surveyed; 80 per cent replied. The responses fell into five main attitudes: 73 per cent were against vouchers; 2 per cent were in favour; 3 per cent were for vouchers in state schools only; 13 per cent wanted independent schools included; 9 per cent were undecided or wanted more information. The report says the results may have been distorted by the decisions of the National Union of Teachers and the National Association of Schoolmasters' Union of Women Teachers to advise their members on how to reply. They were opposed to vouchers and provided model answers to some questions. 40 per cent of the teachers said details of their qualifications should be withheld from parents and half would keep secret their teaching experience. Teacher opposition, the report says, would make it difficult, if not impossible, to implement a voucher system.

## What parents thought

Parents said they would want to move their children to another school if they thought standards should be improved. Eighty per cent felt that the most important factor in choosing a school was the quality of the teaching. Sixty per cent would opt for another school if the existing one was not offering a career path that they wanted to study. 40 per cent agreed that the move if they became disenchanted with the school. 28 per cent if the school was not offering a choice of school. 20 per cent if it grew beyond its capacity. 9 per cent if it changed its curriculum and 2 per cent if discipline became stricter.

Parents were also asked when they would change a school. At the end of a term, 45 per cent at the end of an academic year, 4 per cent at the end of two or three years, 9 per cent at any time. The most important things they wanted to know about schools were the quality of the staff, academic record, facilities and discipline. Eighty per cent said they would want the advice of heads and teachers when making a choice of school; 82 per cent said they did not get enough information about other schools for them to choose.

Mr Norman St John-Stevens, Conservative education spokesman, warmly welcomed the report but expressed a note of caution about the cost of introducing a voucher scheme. Although the Conservative Party strongly supported the principle of extending parental influence and choice, he considered the higher cost had to be considered within the parameters of our policies for controlling and reducing government expenditure.

Mr Ead Jarvis, general secretary of the National Union of Teachers, said the central problem was not parental choice, but educational standards. Kent had fallen down on this report, he said, that only 9 to 10 per cent of parents would choose a different school for their child than his present one. The teachers have pointed out the chaos that would ensue from the system. Further, creating doubts about their future employment is a direct route to teacher demoralisation.

"Administeratively the report shows that a voucher scheme would be expensive and cumbersome. It would also lead to a chaotic situation. The report itself contains a list of questions that parents are asking. It is a list of questions that parents are asking. It is a list of questions that parents are asking."

"Supposedly popular" schools would accommodate extra pupils by putting huts in playgrounds. This seems to me nonsense and yet it is at the heart of the voucher idea. You cannot add and subtract with from a living, cohesive body like a school according to the changing fashion of the day.

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## Tories voice first doubts over cost

Mr John Barrow, chairman of Kent education committee, said this week that, under the present law, a voucher experiment could not include independent schools. But it could involve state schools although the Education Secretary might decide to challenge it. He hoped the report would enable the debate on vouchers to be conducted on a more informed basis.

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## Children want return of birch for vandalism

Most of the pupils questioned by a working party in Surrey wanted corporal punishment reintroduced—specifically the birch—for acts of vandalism.

Fourteen to 16-year-old children from five comprehensive schools in the Woking area said the main cause of it was boredom and lack of discipline. Other causes were drinking (45 per cent) and bravado (62 per cent).

Amenities, they said, cost a lot, so did the travelling to get to them. Many teenagers did not want to join youth organizations.

The questionnaire was compiled by a sub-committee of the Woking and District Crime Prevention Panel which felt that most reports on vandalism did not apply locally. The panel was surprised at the replies to the punishment question. Pupils said conventional punishment—detention centres and so on—did not work. Some said there was no adequate deterrent, others that punishment should be humiliating. There were suggestions for community service of up to 100 hours, a return of the stocks, the naming of offenders in the newspapers and public birching.



Sign of the times: Visitors to an exhibition in London this week are being invited to try their hands at vandalism. They will be given a can of aerosol paint and challenged to deface a specially treated wall, or hammers to try to smash the windows of a telephone box. The exhibition is organized by companies which

make anti-vandal equipment. On display will be alarm system designed specially for a large house, school, tiles which resist pen, paint and lipstick as well as a rustproof, waterproof and weatherproof locker. The exhibition runs from June at Tattershall Castle, Victoria Road.

## Minister turns down cuts on committee

A decision by Gwynedd education committee to drop its 17 teacher and other outside representatives from the committee has been overruled by Mr John Morris, Secretary of State for Wales.

Another bid by one local council to squash this ministerial initiative and exclude teacher representatives from education sub-committee meetings has also failed. Gwynedd's education committee comprises the whole of the 66-member county council plus the 17 outside representatives who come from the teaching unions, the churches and further education. There was a feeling that this number was unwieldy and that there were too many unselected members with the potential to influence decisions.

The Welsh Secretary has decided there is nothing to justify this change.

## Welsh papers allowed

Students taking higher degrees with the Open University will now be able to write their dissertation in Welsh, provided there are supervisors and examiners available who are fluent in Welsh and have experience in the student's area of study.

# Why foreign students need family touch

by Bert Lodge

Lecturers should be responsible for the welfare of the overseas students they teach, says a report out today. Regulations covering admission of students from abroad should be standardized and made obligatory. The students should be treated with the respect they deserve as customers and overseas visitors.

The report, commissioned by the Overseas Students Trust from the Crawth Institute, followed lengthy interviews by three researchers with more than 200 students from Malaysia, the Middle East and Nigeria on 10 campuses.

It is the first inquiry of this kind since the mid-sixties, when the number of overseas students in Britain has more than doubled to 125,000.

"The back-home experience of these students causes them to have a picture of an educational institution which is central upon someone who will teach them and take responsibility for them", the report says. "Nigerian students consistently showed a strong sense of dependence upon those whom they considered to be in authority. Imags felt they had entered into some contract which meant they would be properly taught, and Malaysians were all the

time looking for knowledge and wisdom from their teachers."

The students are often unable to adopt to British assumptions about education that students are responsible for their own progress. When they turn for help to the welfare services they are confused because they often appear not to be connected with the institution itself.

"These services are only likely to be effective if the academic staff are seen to take ultimate responsibility for such provision."

The report recommends that the role be filled by an academic tutor. Every overseas student would be assigned to one who would write a letter welcoming him to the college and suggesting they meet immediately on arrival.

All communication in do with lodgings before the student arrives would be with the tutor and not with the college accommodation officer.

"The student's view of immigration (procedures) is that it is a business and the most severe blow in the idea of a professional relationship was experienced by overseas students when they discovered that the arrangements they had entered into with their universities and colleges (on fees) were overruled by an office from central government."

purely as tourists and let the authorized admission to a college follow.

"The Home Office needs to use its powers to ensure that students will not normally be admitted to the United Kingdom unless they have entry certificates or their equivalent."

All the students interviewed saw the increase in fees to overseas students as harsh and discriminatory, though a Malaysian student saw the package as a commercial relationship giving value for money, now. "But why do fees keep going up?" he asked.

The report points out that with roughly one in 10 of higher education students in this country from overseas and one in three in post-graduate education, academic staff would have to be sacked if numbers coming from abroad in study dropped.

Yet, the professional obligations of the supplier to the client are not being met. "Perhaps the most severe blow in the idea of a professional relationship was experienced by overseas students when they discovered that the arrangements they had entered into with their universities and colleges (on fees) were overruled by an office from central government."

The report also underlines other difficulties of educational establishments trying to establish a professional relationship with the student as client. In the student's own country they have to work through agencies such as the British Council or rely on written communication, when their own staff should be going ahead to take part in selection procedures.

Overseas students are seen as symbols of Britain's own unresolved immigration and racial problems, the report says. From their experience among English people "there is a fairly straightforward correlation between the characteristics of the most rejected students and the characteristics of those immigrants who are apparently most unwanted by many people in Britain, for example West Indians and Pakistanis."

The problem of unfriendliness from the home population will only be resolved when Britain resolves its internal problems of immigration and race.

The report welcomes the proposal for a national commission on overseas students as a forum for the exchange of ideas and constructive thinking, but it should not interfere in the internal affairs of government departments.

*Freedom to Study by Bruce Reed, Jean Hutton, John Bazzolotto. Overseas Students Trust, 14 Deobigha Street, London, SW1. £1.*

## Gay teacher protests over ban

by Bert Lodge

A former geography teacher who was banned from working in inner London schools for refusing to give an undertaking not to talk about homosexuality in his classes is accusing the ILEA and the NUT of prejudice and discrimination against homosexuals.

In a 70-page booklet, Mr John Warburton, now training of librarians, tells how he was prevented from taking a job at Holland Park School in January, 1977 because he talked about homosexuality with six classes while completing a temporary appointment at St Marylebone Church of England Girls Secondary School the previous term.

His defence was that the classes had opened with pupils ridiculing him for his homosexuality and he judged a short discussion on the topic was the best way to restore order. In these circumstances, he refused to give a written assurance to the Inner London Education Authority that he would not in future discuss homosexuality with pupils, except in the course of a formal programme of sex education.

approved by the head. A subsequent letter from the ILEA informed him that it could not appoint him as a teacher in any of its schools although the head of Holland Park had already told him a job as teacher of social and environmental studies was his.

The authority defended its decision in a letter to supporters of Mr Warburton. ILEA policy was that a teacher's private life was of no concern as long as it did not intrude into the teacher's professional life in school, but Mr Warburton had gone beyond this, the letter said. One of his discussions had covered a whole period when he was standing in for an absent teacher.

When Mr Warburton turned to the NUT for support, he was informed in a letter from Mr D. N. McAvoy, deputy general secretary, that the assurance sought by the ILEA was in line with union policy on classroom discussion of sexual topics and that "while pupils may

introduce matter, the teacher is responsible for control and content of lessons".

Mr Warburton also complained to the union that two of his colleagues at St Marylebone School had offended the NUT Code of Professional Conduct by reporting on him without telling him what the report was about. The union's low and tenure committee resolved that no action be taken on this complaint. "I am convinced that the committee's decision was based on anti-gay prejudice", Mr Warburton writes.

In a postscript, Mr Peter Bradley, another homosexual teacher employed by the ILEA, says: "It is hard to avoid the conclusion that the NUT has failed to defend its duty as a trade union to defend a member unjustly discriminated against. From the NUT's letters to Mr Warburton there emerges a mixture of distaste, embarrassment, and thinly concealed hostility. Open and positive Gay Teachers' Group, 112 Brookholm Road, London, SE27. 75p."

## Sir Fred scotches flu myth

by Caroline Hayward

One of the great myths about the boarding school, shown for the first time on television, is that the school is a breeding ground for flu.

Hard evidence, however, is impeccable. Sources, the of applied methods at University College, London, showed that the school is not a breeding ground for flu.

Sir Fred and his colleagues, Chondra, have spent a considerable time in the school, and have found that the school is not a breeding ground for flu.

Su what does happen to our point of view? It is a question of distribution, not of the virus itself.

They claim it is a question of distribution, not of the virus itself. Sometimes a school is lucky, and a virus on it. If it is even so, it is a heavy patch.

It seems to happen, but a few schools are lucky, and a virus on it. If it is even so, it is a heavy patch.

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# "The only way you can turn that cheque into folding money-readies, cabbage, greenbacks, spendoolitz—is through a bank."

"Proudfoot's Last Stand—or how to get more out of a bank than a bank gets out of you" is a new film devised by top TV scriptwriters Dick Clement and Ian La Frenais (The Likely Lads, Porridge, Going Straight). This is in itself a guarantee of entertainment value, and in its 18 minutes running time, the 16mm 'mini-epic' really does cover quite a lot that the school-leaver needs to know.

The intricacies of banking as 'explained' by Roy Kinnear, as the fumbling, befuddled Proudfoot, a schoolmaster totally unlike anybody we know, form the subject of this instructional film, produced by Barclays Bank, which is available free of charge.

Some of Mr Proudfoot's unlikely lads and ladies are going on to be students, some going out into the world of business, so everything

from grants to cash cards is touched on, in a quite unstuffy way.

The film will be useful to all sixth form teachers, and to careers and commerce specialists. Or as an end-of-the-year diversion for the whole senior school.

If you would like to borrow this film simply fill in the coupon below or phone us direct on Peterborough (0733) 67623 and the film should be with you within a week. There are supporting leaflets for handing to students which develop in more detail some of the topics raised in the film.



**ORDER REQUEST: To: Barclays Bank Film Library, 12 The Square, Vicarage Farm Road, Peterborough PE1 8TS.**

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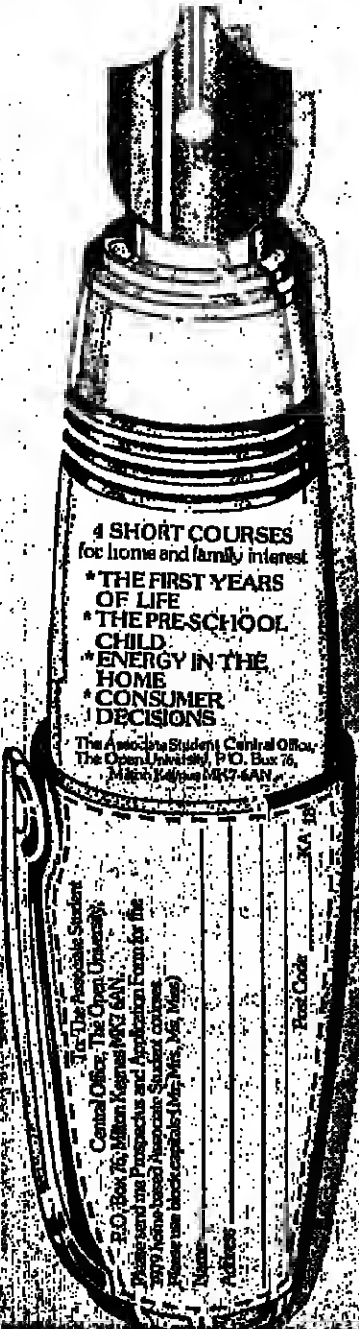
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## Scholarship scheme for engineers to be stepped up

The recently introduced National Engineering Scholarships—each worth £500 a year tax free—are to be extended to cover most university engineering courses.

At present the joint Government-Industry scheme only applies to the four-year honours courses being introduced at seven British universities and it is also planned that the number of scholarships be raised from 100 to 500 within the next five years.

Mr Otto Hahn, chairman of the scholarship action committee, said: "The Government is determined to encourage the selection of high calibre students for the scheme. This would be followed in about three months by a massive publicity campaign to seek students for the scholarships."

Although the scheme is only applicable at present to students entering the first year of college, it is planned that the scholarships would be aimed at 16-year-olds in a bid to influence their A-level choices.

The scholarships will also be free from inheritance tax and will be in addition to the mandatory student grant.—THESE

## Education book strike

The editorial staff of Evans Brothers, publishers of educational books and journals, have called a strike for 10.30 on Monday.

## Exam board launches degree course drive for adults

Some universities appear to be encouraging the sort of applicant they will need to fill vacant places as student numbers drop as predicted in the late 1980s.

Launching a special drive to encourage mature students, the examining body, the Joint Matriculation Board, said that not enough adults were aware of the opportunities open to them. There was a "serious lack of public awareness" about second-chance education.

The five universities that make up the board—Manchester, Liverpool, Leeds, Sheffield and Birmingham—have agreed to launch a campaign to encourage mature students to not necessarily need exam qualifications to get on to a degree course. They also point out that mature students are entitled to full grants.

For some time, the universities

have been talking about 500 mature students a year, but a spokesman said this week that they were interested in encouraging more applicants.

He said: "Many people are put off work who may have something to offer in the academic line. And if university numbers drop, as the Government predicts, we will be short of available talent. There is no reason why young housewives, for example, should not take the opportunity to fill these places."

The booklet—which gives practical advice on university applications—points out that a full-time three-year course demands time, money, effort and intelligence. A University Degree: A Second Chance at 21 plus. Secretary, Joint Matriculation Board, Manchester M15 6EU.

## Japan: rice and bare feet

Most British children still see Japan as a poor country where the rice is staple diet of a people following a simple way of life, a survey has found. Their teachers also have this knowledge of the country and show little interest in acquiring more.

These are the conclusions of a report of a nine-month study in a group of primary and secondary schools in the London borough of Lambeth. It was carried out for the

first time the Japanese living in poorer houses with their shoes off. The images of secondary schoolchildren are quite different, the research report says. When an evening study group of 15-year-olds was asked to draw pictures of the country, 32 schools named it.

The survey found a lack of suitable books and other teaching materials at secondary level. It was a Schools Council project on Japan to determine the most appropriate







## Parents misled on independent school places

A complaint by parents that a thinking their child could have a place in an independent school paid for by Lancashire County Council has been upheld by the Ombudsman.

The council's defence was that after the booklet was issued national and local policies were modified. It did recognize, however, that this made the booklet incorrect and parents should have been told.

The parents received the booklet in December 1976. It said, they claimed, they were encouraged to think a place might be available for their child the following September in a former direct grant school which had gone independent. Their child passed the entrance examination and his name was published on one of the class lists.

But unknown to the parents the education authority had already begun to phase out taking places at the school. Despite their disappointment the parents felt morally bound to honour their child's expectations, and they were now paying the school fees themselves.

The Ombudsman found misleading information had occurred leading to the dispute.

Two other complaints about the way Lancashire County Council dealt with the allocation of a child to a secondary school were not upheld by the Ombudsman. But misleading information was found in the way North Tyneside Borough Council dealt with an application for planning permission for a day nursery.

Neighbours complained when members admitted to the nursery went up from 12 children to 20. In 1977 an inspector found the premises wholly inappropriate for so many. But when the development services committee recommended reduction in numbers to 12 the council overturned the decision and increased the number to 16. The council's action was invalid, the Ombudsman decided.

### SPECIAL ANNOUNCEMENT

## NEC autumn specials

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**Twentieth Century World Powers** Model 3 'O' level correspondence course (£24) linked to BBC Radio.

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**TV Your Future** - work preparation pack linked to TV (Times and Southern) schools series. £20.00 per set.

**Just the Job** - help for the young jobless in West of England. New series and new job opportunities kit on sale in October.

Schools and colleges will find advance details of these projects in the NEC Autumn 78 Special Projects leaflet available free now.

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## School to work

### First industry of the future...

The Education Secretary was told this week that the department should prepare now to become Britain's highest single employer. Education will become the leading industry of the 21st century, according to Professor Tom Stoller.

Professor Stoller, chairman of Bradford University's school of sciences and society, put forward the view in a paper presented yesterday to the National Union of Teachers conference on the education and training of 14 to 19-year-olds. Mrs Williams and Mr Richard O'Brien, chairmen of the Manpower Services Commission, were the leading speakers.

The massive expansion of the education system would include:

- Class sizes reduced to 10.

## US moves towards British-style aid on work training

Britain and the United States have much to learn from each other about ways of tackling youth unemployment and the transition from school to work, says Ernest Green, the United States Assistant Secretary for Labour.

America has the greater experience of measures to help the young unemployed, while Britain appears to be tackling more energetically the gap between schools and industry—perhaps because that gap here is wider and more obvious.

But there is a marked difference in the way the two countries have approached the problem of finding work for the young.

The Labour Party, despite a commitment in its constitution to public ownership of industry, has preferred increasingly to use private enterprise to provide more help for the young—through Government-embodied training and work experience, or straight payments to employers to recruit young people for ordinary jobs.

The United States, citadel of the market economy, has relied almost entirely on direct Federal intervention to create work in the public sector, either in state and city services or through community projects. The spirit of Roosevelt's New Deal shaped Lyndon Johnson's approach 30 years on, and still governs much of the current programmes for youth.

The United Kingdom's job creation programme, the main attempt to provide work for the unemployed outside private industry, was almost entirely based on the models developed in the United States and Canada. Now, with the JCP discarded, and its successor schemes being taken second place to the new employer-based schemes, America, too, is beginning to think of subsidizing private business to provide more work and training.

Mr Green drew attention to the new United States trend in a speech to a recent London conference of youth leaders and educationists. The conference was organized jointly by the United States Embassy and the British Youth Council.

Mr Green said: "You have been considerably more involved than we have in the world of subsidizing and wage subsidies. In addition, you have made tremendous strides in the provision of adult training. We have learnt much from these approaches in the United States. The unemployment rate is 17 per cent about three times as high as the rate for the population at large. The total of young unemployed is currently 2.9 million. Of these 400,000 teenagers are in the welfare category groups, among whom the unemployment rate is 35.3 per cent.

The United States programmes are funded under two acts of legislation. The Comprehensive Employment and Training Act (CETA) is

- At least 20 years of full-time education for all, to be taken up to the mid-thirties.
- Professional training for the majority of people, equivalent to the present master's degree, and a large minority going on to PhD level.
- Frequent sabbaticals.
- Shorter working hours for teachers.
- "Information operatives" to expand research and development and generate new national wealth.

Professor Stoller bases his argument on two observations. First, the run down of jobs in industry as a result of new technology; second, the growing preeminence of knowledge as an ingredient of modern production systems.

A Johnson measure and authorizes action for all age groups. The Youth Employment and Demonstration Act passed last year enables the Federal administration to undertake a much wider range of programmes for the young, in particular experiments and pilot schemes and projects to improve training and vocational preparation. Current spending on the youth measures alone is \$1,500m, to be stepped up in the coming fiscal year to \$2,000m, which is two thirds of what the whole CETA programme cost only three years ago.

The Public Employment Programme: PEP was originally intended to provide job creation programmes and training schemes for the long-term unemployed, and particularly the blacks. But last year the urgency of the United States recession meant that the creation of short-term jobs became its priority. Public service employment—largely of the community and environmental project type has been expanded during the past year from 280,000 to more than 750,000, of whom 265,000 are young people.

Public service employment will be maintained at its present level through the coming fiscal year, by which time it is hoped it will become the basis for reform government welfare provision. The programme should then start to run down.

There is at present no limit on the time people can spend in a PEP job or on the number of jobs. There is a \$4,000 limit on the number of jobs a person can hold. The Carter administration is now trying to persuade Congress to limit participation to 18 months, with a \$10,000 pay ceiling in order to stop local authorities using the scheme as a substitute for employing normal staff.

A series of programmes to create job and training slots. It now covers disadvantaged young people, most from disadvantaged or low income families, and students from minority groups. It should reach 200,000 by the end of the year.

The programmes include:

- 1. A new Young Adults Conservation Corps which provides work in parks and recreational areas.
- 2. The Job Corps, which combines basic education and adult training for the under-qualified.
- 3. Centres spread across the United States. Its budget has just been doubled.
- 4. Neighbourhood rehabilitation projects.

A variety of arrangements for work experience and on-the-job training, together with counselling and other supportive services. The demonstration projects.

At least 20 years of full-time education for all, to be taken up to the mid-thirties.

### Reorganization will damage service, careers staff warn

Local government reorganizing may be discussed could seriously damage the careers service, warn careers departments are now set to be merged with education, and the services which it is being suggested might be handed back to counties to some of the big towns.

In a letter to the DES the Institute of Careers Officers says it is further reorganization could be a great uncertainty at a time when the service is under great pressure in dealing with youth unemployment. Despite its lack of training, says the Institute, this service is to offer a more specialized service to young people.



More help coming their way.

A series of large pilot trials of now appropriate to both creating work and improving the skills of young people is being funded under the Youth Act among them are:

1. The anti-unemployment scheme, which is being funded under the Youth Act among them are:

2. The anti-unemployment scheme, which is being funded under the Youth Act among them are:

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## Cosmologists rediscover the Book of Genesis

Was Copernicus right or wrong? That is the surprising question that is emerging from the way in which the cosmologists are grumbling at the contradictions their inquiries have thrown up in the past few years.

We are all quite properly taught to revere Copernicus, and his demonstration that the earth is not at the centre of the universe. So it should be, for everything that has happened in cosmology in the past four centuries has seemed only to confirm the truth of what Copernicus was getting at. Not merely is the earth not at the centre of the universe, but neither is the sun. With the building of the first large telescopes at the beginning of the century, it became clear that our galaxy was by no means unique.

To be sure the same observations also showed that all the other galaxies were receding from our own, thus suggesting that the place we happen to be at is indeed in some way or another unique. But the development of the theory of relativity made it possible to understand how this illusion of being at the centre could be reconciled with the much more Copernican principle that all parts of the universe are indeed the same.

In reality, it requires no special understanding of relativity to appreciate what is happening. If all space is expanding uniformly, carrying the galaxies along with their expansion, then all galaxies will appear to be receding from all others, and the more quickly the greater their distance apart.

For the past half-century, then, the guiding principle in cosmology has been the rule of thumb that on a sufficiently large scale all parts of the universe are the same. That, of course, requires a large view. Plainly there is a difference between stars near to the centre of the Galaxy and stars like the sun which are two-thirds of the way towards the edge of the galaxy.

Just as there is a difference between locations within and outside the galaxy. The view that all parts of the universe are for practical purposes the same is valid only on a supergalactic scale, as for example in the statement that the density of galaxies is the same throughout the universe.

The doctrine leading to this conclusion is now called the cosmological principle, and it is a kind of law among cosmologists to put forward a theory of the universe whose consequences are in any way different. Yet cosmologists also agree that the principle cannot be tested directly. The most obvious test would be to compare some nearby with some exceedingly remote part of the universe.

The snag, unfortunately, is that light takes a long time to travel from the most distant reaches of the universe. The objects we see there are bound to be galaxies in some earlier stage in their evolution.

In the circumstances, it is perhaps remarkable that the cosmological principle has been so successful as it has done. Certainly the universe looks the same in all directions, as can be told not just from astronomical work with telescopes but also from observations of cosmic rays and the microwave radiation that appears to fill the universe.

In retrospect it is worth recalling the desperate belief in the cosmological principle led to the invention of the steady-state theory of the universe in the early 1950s. But the discovery of the now found a theory of the universe that would be the same at all places but at all times. In the event, the steady-state theory has had to be abandoned because it does not accord with the observations that cosmologists have made.

The myth of all this, however, is that most cosmologists have some round to the Big Bang view of the universe and its origins. The explanation now observed, the argument goes, can be traced back to a time when the universe as a whole was an exceedingly compact entity made up of radiation and particles of matter quite different from those which we know. Then, as time went on, the matter began to be applicable, ever since the beginning there is no point in asking "What was the Universe like before the big bang?" There were no "before" physics then, and there is no meaning in asking "What was the Universe like before the big bang?"

All this is now orthodox. Some people have nevertheless begun to grumble at this position. That is the surprising question that is emerging from the way in which the cosmologists are grumbling at the contradictions their inquiries have thrown up in the past few years.

a lengthy sequence of biological processes. One undisputed but nevertheless trivial consequence of that is that we cannot expect to find ourselves in a universe younger than say, 3,500 million years, the length of time in the history of the Earth occupied by biological evolution. But there is nothing in this that forbids a backwards look in time—in the expanding universe, it is only necessary to point a telescope in some direction.

It is however possible to write a more direct challenge to the cosmological principle out of what has sometimes been called the anthropic principle—the view that we see the universe like it is because we are what we are. For example, if the universe is mostly a place where the intensity of radiation is too great for the survival of living things, where we happen to be would necessarily be a somewhat exceptional place.

By all accounts (Nature, June 1) Dr George Ellis has now constructed a detailed theoretical model of what such a universe would be like. Broadly speaking, it is a universe that has no beginning and no end in time. It is not necessarily expanding, but the redshifts of the observable galaxies are consequences of the way in which the gravitational field is greater everywhere else than near our own Galaxy. It is a little like saying that the edge of the universe is occupied by a huge black hole.

The trouble is that a virtually static model of the universe is unacceptable for other reasons. After all, each of the stars in our galaxy is evolving so to speak before our eyes. People, therefore, will go on believing as if the cosmological principle were true. But it is good that they should from time to time be reminded that even widely accepted doctrine such as this may be mistaken.



How Copernicus saw the universe. But was he deluded?

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US researchers have found that pre-school has 'dramatic'

## Teenagers begin to reap the benefits of their Head Start

Head Start is a big, bold attempt by the United States Government to give children from poor and deprived backgrounds an educational and social push before they go to school.

Begun in 1965 at the height of President Johnson's Great Society war on poverty, the programme has grown to serve more than 400,000 children at a cost of \$600m a year. Although Head Start is now generally popular with Congress (it voted to increase its budget by \$150m last year), the Carter Administration (which recommended a further \$55m boost this year) and the poor families served by the 1,600 Head Start centres, its growth has not been easy.

The high hopes of the early and mid-1960s, that compensatory pre-school programmes would clearly and demonstrably improve their later academic performance, turned out to be over-optimistic.

The first national evaluation of Head Start, conducted by the Westinghouse Learning Corporation and Ohio University in 1969, was particularly disillusioning, showing negligible positive effects on subsequent school work.

The impression left by Westinghouse and similar studies of the period—that the benefits of compensatory education were at best short-lived—remains strong today.

Many politicians and other middle-class Americans support Head Start because they feel they have got to do something to help poor black kids (who make up half the programme's clientele) and they cannot think of anything better in so, not because they have much conviction that it works.

Others have dismissed Head Start as an educational programme but support it because of the health care and social services it delivers.

But over the past two or three years, an impressive body of evidence has been accumulating to show that the earlier, negative impression was wrong and that pre-school does have a long-term beneficial effect on the educational performance of disadvantaged children.

The most exciting long-term evidence is coming from a consortium of a dozen research groups, coordinated by Dr Irving L. Luzzo, of Cornell University.

The consortium was put together two years ago with funding from the United States Department of Health, Education and Welfare, to pool the findings of educational researchers who were independently investigating the effects of pre-school programmes run during the late 1950s and early '60s.

Some investigators had kept track of their children's progress through school and into work or college. Others had lost touch with their subjects soon after they entered school and had to start with a huge manpower to track them down.

Australia

## Foreign language should be compulsory, says Asia expert

from John Kirkaldy

Every Australian child should have the chance to study an Asian language in primary and secondary school, it was claimed in the inaugural lecture of the second national conference of the Asian Studies Association of Australia.

Dr Stephen Fitzgerald, formerly the first Australian ambassador to

Amazingly, says Dr Luzzo, the members of the consortium were able to reestablish contact with more than 80 per cent of their 2,500 subjects.

Education is about the most cumulative and bitchy—research even in the United States until, according to one distinguished professor of education, early childhood is the most competitive field within educational research. Not surprisingly, therefore, the quality of some of the research projects in the consortium has come under attack.

However, the basic design of all the projects was sound: for example the children were assigned at random to one or more groups that attended pre-school or to a control group that did not.

Even allowing for variation in quality of execution (the overall results are impressively good), the results argue impressively that pre-school does indeed give children a head start in life, and, more importantly, that they keep ahead.

Participants in the consortium's programmes were much less likely than the control children to be placed in "special education classes" (i.e. remedial classes) or to be held back a grade at the end of the year. Their chances of avoiding remedial work were four to 10 times greater, says Dr Luzzo.

There was striking evidence that the children who went through pre-school were emotionally and educationally more mature by their teens. Some of the girls became pregnant at high school; those in the control groups did not generally go back in school after having a baby, those in the experimental groups did.

The children still had "wholly unrealistic vocational aspirations" by the age of 16, Dr Luzzo says. For example, boys with an hope of getting into college were aiming to become doctors and lawyers.

But the pre-school groups were generally aware of their capabilities and limitations, and those with little chance of a university place wanted to become skilled workers, such as car mechanics.

"We had no inkling that we would find anything like this," says Dr Luzzo.

Dr David Weikart, president of the High/Scope Educational Research Foundation and a key member of the consortium, called the

results of his project "dramatic". Their comments show how the earlier negative findings influenced even the educational research community.

Dr Weikart's Perry Project monitored the progress of 123 black children from low-income families in the Michigan town of Ypsilanti. They were assigned randomly to two groups, of whom attended pre-school five days a week for two years up to the age of five, and the other half went to home.

Pre-school had an immediate effect on the attitude of the children in the Perry project. They entered school with scores 11 points higher than the controls. This effect disappeared within two years of starting school, but studies had shown that as children's studies had shown that

Dr Weikart concludes that any pre-school curriculum will improve a child's subsequent academic performance so long as it is effectively managed by well-trained and enthusiastic staff.

Measurement techniques will have to be extended to beyond the present standardized tests before pre-school's non-academic outcomes can be resolved, though Dr Weikart is hoping to eventually find some clues by studying the adult lifestyles of his subjects.

Many educational researchers have preferred to set up their own pre-school programmes, as Dr Weikart has done.

They can tailor their own programmes, both educationally and statistically, whereas analysis of a Head Start project becomes extremely difficult because there is no statistical "baseline"—no possibility of assigning children into equivalent experimental and control groups.

This is one of the reasons why the educational benefits of pre-school education to children are hard to measure. Head Start is not just, or even primarily, an educational programme," said Marian Wright Edelman, director of the Children's Defense Fund, trying to persuade a Senate committee to back Head Start out of President Carter's proposed new Department of Education.

"It is a child and family, development in the fullest sense."

long-term effects. Clive Cookson reports



Learning early pays off for New York children.

tested. One featured direct, programmed instruction of basic language skills in a highly structured, competitive atmosphere; the second used a permissive approach, the third was based on Piaget's theories, emphasizing exploration and manipulation of the environment.

All three have benefited the children for the four years their progress has been followed so far. But none was notably more beneficial than any of the others.

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"It is a child and family, development in the fullest sense."

Denmark

## Minister's blueprint gets poor response from politicians

from Colin Narborough

The long-awaited 1980 report (TES, November 18, 1977) of a comprehensive study of the needs in Denmark for the 1980s, received an overwhelmingly negative reaction when education minister Ritt Bjerregaard presented it in Parliament.

The report was prepared by the Central Council for Education, a body responsible for long-term planning under the Ministry of Education. The project, initiated by Mrs Bjerregaard three years ago, aimed at embracing all aspects of organized education in the country, from day care to university planning.

Representing the report, Mrs Bjerregaard said it was the social democratic majority government's goal to counter currents in the development of the society that are moving towards a decline of the population in the high school age group.

A "people's school" (folkeskole) and "people's university" (folkehøjskole) were proposed to counter the decline of the population in the high school age group.

She declared that the government sought to combat this decline by making the 1980s a decade of "people's school" and "people's university" and to counter the decline of the population in the high school age group.

## Campaign launched to improve maths skills

by Clive Cookson

WASHINGTON

A drive to improve mathematics teaching in schools—along the lines of the successful National Writing Project—has been launched by the University of California in Berkeley.

The National Writing Project started five years ago as the Bay Area Writing Project—a partnership between Berkeley and the schools in the San Francisco Bay area.

The aim was to improve pupils' writing skills through an intensive in-service training programme for teachers. Its success led to funding from the California Department of Education and from the federal government's National Endowment for the Humanities to spread the project throughout the state and then all over the United States.

This year 39 universities and colleges from San Diego to New Jersey are taking part.

Now, back at Berkeley, a Mathematics Committee is planning a similar campaign. It is now at the point of talking about a budget, according to director James Gray.

But unlike the writing project, it cannot be a carbon copy of the Writing Project. "The problems in mathematics may be very different from those in English," says Berkeley provost Roderick Park.

At the heart of the writing problem lay the fact that most English teachers in American secondary schools were trained to literature rather than composition. So BAWP concentrated on improving high school teachers' writing skills and getting them to pass them on to their pupils—and their fellow teachers.

In contrast, high schools seem to be relatively well stocked with teachers who are extremely knowledgeable about the subject.

The problem is that a lot of pupils, even those with innate aptitude for mathematics, have been completely "turned off" by the subject before they reach secondary education. The Maths Project is therefore likely to have to work at the primary level.

The Mathematics Committee is finding that elementary schools in the United States, as in Britain, are staffed mainly by women, many of whom were put off maths at school. Girls become mathematics and science teachers were regarded as boys' subjects.

These teachers are often frightened of maths and they pass their fears on to their pupils, giving them the well-known "maths anxiety" syndrome. If Berkeley can find a way to break this cycle, they will have achieved one of the most important educational breakthroughs of the century.

Meanwhile the writing project goes from strength to strength. School districts are queuing up to send teachers to BAWP at a cost of \$1,750 a year—and universities are clamouring to become writing centres. Each receives a \$15,000 grant to get started, on condition that it can match this and guarantee to meet all costs after the first year.

Twelve hundred Bay Area teachers have now been helped by the original Berkeley centre, and in the last year, twenty-two, over 100,000 pupils have benefited. Over 100,000 pupils are thought to have benefited already.

The heart of BAWP is a five-week writing clinic at the Berkeley campus. University staff, the high school teachers study writing problems and possible remedies, investigate teaching methods and spend a lot of time writing themselves.

After the clinic, the teachers become consultants. They raise the standard of composition in their own schools and conduct writing workshops in other school districts. BAWP also provides year-round in-service training facilities. Evaluation of the programme's effectiveness is now beginning to come in. Berkeley itself is now monitoring the number of freshmen required to take remedial English has dropped from 30 to about 30 per cent. That is a particularly great reward, since the original purpose of the project was to raise the appalling low standards of freshmen writing.

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## LETTERS

## Fear of indoctrination

Sir,—Until such time as you print something about literary criticism in the TES I would offer the following comments to Anne Newman "Whose literary yardstick?" May 26.

(a) There is nothing inherently wrong in received opinion. There are good reasons why children should get on the inside of a heritage of literary criticism, since it helps to sharpen and make more precise the pupils' own perceptions. (b) There is nothing inherently good about accepting everything pupils say about literature as essentially relevant or valuable. Such sentimental attitudes have done considerable harm to pupils' cognitive evaluations of literature. (c) A teacher is entitled, surely, to present his own views on a literary topic or masterpiece? To do otherwise is to slip into the traditional finischool of the Humanities Curriculum Project. However, most teachers worth their salt will present or elicit a variety of accep-

table interpretations. The children will naturally expect a teacher to state his case, but will not necessarily follow it. (d) Among pupils I have taught, I have noted that when left to discuss a poem, say, on their own, but with a tape recorder, the discussion has very naturally and very perceptively rested on literary issues and appreciation. There was a marked insistence on discussing the poet's form and the vision of the pupils themselves. This, in defiance of much fashionable theory.

I detect in Anne Newman's letter a fear of that boggy-word indoctrination—was it beloved by philosophers of education. To present, to influence is not to indoctrinate and to do the opposite—to remain strictly neutral—is totally impossible (pace Stenhouse).

GERALD LLOYD EVANS,  
54, The Wick,  
Beaumont,  
Hertford.

## Advantages of a 'safe place'

Sir,—The recommendations of the Warnock report may obscure the essential nature of work with maladjusted children. The education of handicapped children generally accepts the handicap as more or less given and works in terms of the limitations imposed by the handicap. The education of maladjusted children makes a direct attack on the handicap itself.

The fact that maladjusted children are in proximity to normal children may create feelings of self-identification within us but what they often need initially is a 'safe place' away from the pressures of schools, where they can find themselves.

Feelings of self-identification engendered may take attention away from the nature of the therapeutic policy being carried out. A special unit that is the responsibility of the head of a normal school is a contradiction in terms.

A subject or close teacher works within the community of the school but the "therapeutic teacher" fosters the environment itself. Maladjusted children—compared with other forms of handicapped children—can be more effectively taught if they are in a specifically therapeutic environment that seeks to return the children through part-time attendance to their original schools.

L. GUNWARD,  
Barnston Square,  
Hemel Hempstead,  
Hertfordshire.

## Paintings: please return to sender

Sir,—This week A level art candidates submit their paintings to examining boards throughout the country.

The works represent the best they can achieve after an intensive and demanding course. Naturally, the paintings mean a very great deal to each individual candidate. Yet none of them get their paintings back. This is nothing less than a scandal.

A spokesman at the Joint Maritime Board, Manchester, said: "This has been to the highest level and whilst project work is returned paintings cannot be." Why ever not? "The examiners write comments on them." I did not dare ask if they write on the front of the painting (philistine) or on the back.

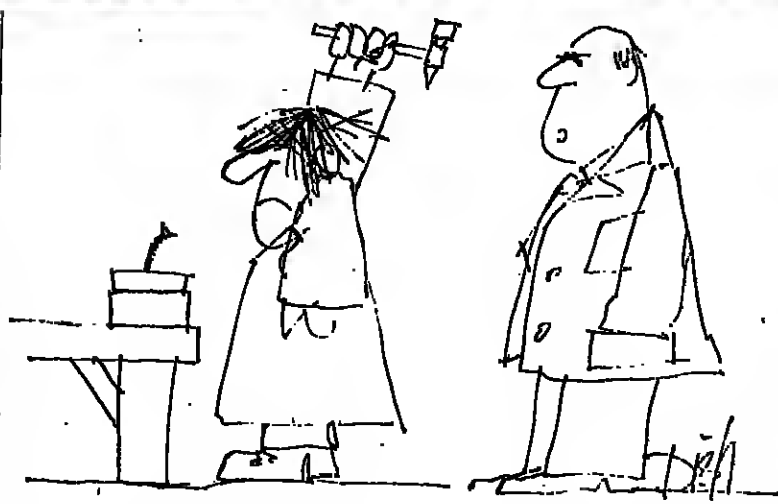
Surely a separate work sheet would be practical and more efficient? The paintings could be kept until, say, Christmas in case of appeal and then be collected on a sheet, leaving rather than having individuals involved.

The man at the JMB said, "I'd ask you to write to the board about this, but we've been through it and nonsense so that it wouldn't be worth your while."

Now if you are sick of people asking about it, why is something not done? Public opinion could change the system.

In view of my distress—my child's painting is involved—and my dissatisfaction with the JMB in particular (who might in a fit of pique destroy the painting before marking it) I trust you will allow me to sign this letter more in anger than in sorrow.

FRUSTRATED PARENT,  
Lancashire.



## July—the year could start here

Sir,—The last meeting of the Berkshire Association of Deputy Head-teachers was a day conference to consider the very important topic of the transfer of pupils from primary to secondary schools.

One suggestion which was proposed was that perhaps the school year should operate from the first Monday in July. In the secondary school all external examinations will have been completed, the fifth and sixth year leavers will have departed, the pupils staying on with the sixth form could begin their courses, the timetable could run for three weeks to allow time for inevitable alterations to be effected. The primary pupils would leave their school on a Friday and start the secondary one on the Monday with much less of a time span to allow for pupils to become unsettled. The new intake would have three weeks to settle in to their new surroundings (most pupils re-adapt to their new school within two weeks) and by the summer holiday would have their confidence re-established.

With any proposal there are disadvantages to be considered. What about those staff leaving secondary school at the end of July? At present these are few in number compared to the advantage of settling a new intake into a school. The two major reservations I have are that (a) the pupils would just be starting their new courses when the holiday would give such a long break that it would necessitate starting afresh in September and (b) would the secondary teachers having worked under pressure to prepare their pupils for external examinations be able to generate the energy and enthusiasm needed to inspire their new charges?

I would be interested to hear from other schools or districts where such a scheme has been considered, and whether the primary or secondary teachers would consider it a practical proposition (suggestion).

I. MARKS,  
Deputy Headmaster,  
Worthington's Cope School,  
Donmirk Avenue,  
Worthington,  
Reading.

Sir,—May I congratulate John Rae on his suggested alternative to an education voucher system ("Dr. Boyson, Whig", May 26). It is a pity he did not develop this idea more fully.

As I see it, a scheme of tax relief on income used to pay school fees would be extremely simple to operate. Each local education authority would be required to publish a full costing of each secondary and primary school place. A parent of a child at a fee-paying school would complete his tax return, would enclose evidence from the school certifying that his child was a full-time pupil and would "gross-up" the cost of

a maintained place in his I.E.S. to what he would have to earn to pay for it. Thus assuming an L.E.U. place costs £200 and assuming he were paying tax at 33 per cent, a parent would gross-up the sum to £300 in his claim for allowance against tax.

Such a scheme could not be construed as politically divisive because it could be argued that no parent would receive more than what he would receive directly in any case if he opted for a place at an L.E.U. school.

I am also of the opinion that such a scheme would not be without a certain humour. I am humbly

inclined to suspect that the cost of a place at many independent day-schools might well be less than the true cost of one at a maintained school. It is also a pity that the voucher system makes a modest profit on the transfer of pupils.

Of course the plan is not perfect. Parents paying little or no school fees would be a disadvantage. Perhaps, however, it would be a step towards a more equitable system of financing education.

Now a father of two children at the same school, I am sure that the voucher system would be a welcome addition to the existing system.

ALAN H. ALLSOPP,  
78 Rival Road, Birmingham.

Sir,—I am afraid that as the head of an independent school, I should have been very contentedly on "the broad firm bridge between state and independent school sectors" as envisaged by that advocate of the voucher system, Ruth Gornwood-Scott ("Accountable to the cashiers", May 26).

Picture for a moment the voucher system in full swing (with, presumably, a Conservative government in power). Independent school parents are used to collecting their termly coupon from the

post office and using it to pay two-thirds of their fees. After a while they are so accustomed to this subsidy from the local authority that, when the Labour government makes a gal, they find it practically impossible to pay the whole cost of the education of their children.

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## Equality must be made practicable

Sir,—With reference to the HMI's paper on political education, who has been attempting to task them for years. The HMI's paper on political education is comforting to this teacher, who has been attempting to task them for years. The HMI's paper on political education is comforting to this teacher, who has been attempting to task them for years.

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## LETTERS

## N and F

## Small comfort for scientists

Sir,—Many of the doubts about the N and F proposals have come from teachers of sequential subjects, and as science teachers we find little comfort in the two most recent publications of the Schools Council. Under the N and F scheme all subjects might expect to attract more students, but in the survey of 19 schools and colleges published in Bulletin 38 the smallest percentage increase are in physics, chemistry and mathematics, 31 per cent, 34 per cent and 49 per cent respectively, which are much less than the 67 per cent suggested by a simple numerical scaling. It appears that biology might have a substantial increase in numbers (109 per cent); some of this increase appears to be in human biology which, though excellent on general educational grounds, would do little to increase the potential pool of students qualified for science-based courses at a university or polytechnic.

We welcome the greater choice and broadening of the curriculum that a five-subject pattern provides, but like the Standing Conference on University Entrance in their report Universities and the N and F Proposals we question that it leads to a post-graduate of choice. The SCUE report states, "If the standard educational grounds, would like the Standing Conference on University Entrance in their report Universities and the N and F Proposals we question that it leads to a post-graduate of choice."

Only test for English texts...

Sir,—In his letter concerning the study of other writers' works in English sixth-form studies (May 26), Peter King makes certain assumptions which I feel should be clarified.

His principal concern seems to be the threat "to traditional A-level standards", and the need of "the more able literary scholars", both of which I am sure will be shared by many English teachers. However, he fails to explain how these standards will be jeopardised by the reluctance of the London University Schools Examination Department to make certain texts compulsory study. His consequent fear that the works of Shakespeare and other will disappear from future sixth form exam syllabuses implies a connexion between the study of these works and "high standards".

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Head of Faculty of Communication Studies,  
The Stoke High School, Ipswich.

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course requirements, then the new scheme could actually be more restrictive in terms of entrance than the three A level curriculum and would therefore accentuate premature specialisation and the narrowing of opportunities.

We strongly support the suggestion, first put forward by Sir Alan Richmond, and now made by SCUE and by the Royal Society/Institute of Physics Committee for Physics Education, that four subjects at one level would be a most acceptable compromise. Four subjects at one level would allow students to keep options open longer than in either the existing system or that suggested by the N and F proposals. There would be some loss in choice, but an immense gain in flexibility of timetabling and ease of examination. There would be fewer difficulties for universities in making conditional offers during the transitional period, and it would ensure that enough work could still be done at school to maintain the present three year science and engineering courses at the universities and polytechnics.

PETER HUGHES, Shrewsbury School.  
MICHAEL BARON, Winchester College.  
ANDREW BISHOP, Harrow School.  
GEOFFREY FOXCROFT, Rugby School.  
JOHN LEWIS, Malvern College.

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## THE SCOTTISH COUNCIL FOR EDUCATIONAL TECHNOLOGY INFORMATION SERVICE

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16/17 Woodside Terrace  
GLASGOW G3 7XN  
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## What happens when the subsidy fails?

Sir,—I am afraid that as the head of an independent school, I should have been very contentedly on "the broad firm bridge between state and independent school sectors" as envisaged by that advocate of the voucher system, Ruth Gornwood-Scott ("Accountable to the cashiers", May 26).

Picture for a moment the voucher system in full swing (with, presumably, a Conservative government in power). Independent school parents are used to collecting their termly coupon from the

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## Alas, the modern world

Longman











# Capital advances

PETER TURNER describes how Surrey is helping its schools to set up learning resources centres

Schools considering the establishment of learning resources centres are often hampered by the high initial costs. To provide viable facilities for individual learning using a variety of media, appears to be beyond their financial resources.

Not only is equipment needed for audio cassette and records, for viewing slides and strips, but there is also the cost of the considerable collection of materials for all the academic subjects studied by pupils of secondary school age. Although some of these items may be available already in academic departments, it is unlikely that sufficient apparatus and appropriate materials can be collected to sustain the need for further acquisition.

Yet, if the initial collection of materials provided in the learning centre is inadequate, it is difficult to demonstrate its value to staff and students. If the centre is to provide learning opportunities for a satisfactory number of pupils, it is not possible to justify the staff needed to supervise those that do make use of it.

Obviously, the staffing of any learning centre should be at the expense of increased class size, or other parts of the school. Thus, it is vital that the centre can provide learning resources for a substantial number of pupils even during the first year of its existence.

It is also important to ensure that the centre provides variety in approach and choice of media. Although many may prosper for a time on a diet of printed materials taken from magazines, abandoned books and the like, others will need an audio visual approach which is only possible if there has been adequate capital investment.

Surrey schools have been helped to overcome this problem by a system of long-term loans. This system, which we call pump priming, helped to compensate for the difficult financial conditions in 1976. The money available for the programme was £5,000 a year which was insufficient to permit the continuation of the leasing contracts. It became vital to use all the facilities available to overcome this deficiency.

This initiative was encouraged further, with the establishment of the Gifted Children Project. In many vital areas of learning, there are no satisfactory commercial materials available for children with high academic ability.

The balance of these items can be adjusted during that period to accommodate changing needs, and it is usual for the withdrawal of loan equipment, for reallocation to other project schools, to be spread over a period of time. It is expected that schools establishing a centre with support from the Programmed Learning Project, will use their copiers to purchase items to replace the equipment on loan and allow this gradual withdrawal of project equipment to take place. The cost of the capital investment for a resources centre to be spread over a number of years. It ensures that staff, pupils and parents see the value of the facilities and are more inclined, therefore, to make the necessary funds available.

The spurting available on loan remains the property of the Programmed Learning Project. This project was originally devised to help in the teaching of mathematics but recently has broadened to include resource-based learning in all academic subjects. The collection of equipment includes: tutor teaching machines, filmstrips, cassette units and slide viewers linked with cassette players.

Although mathematics is still strongly favoured in the collection of materials, other items have been added to the collection either from commercial sources or as a result of local initiatives. The programmes vary from a single lesson assignment to complete courses like those for language learning produced by Stillbore and LinguaPhone. The collection includes materials for a variety of abilities and ages.

The need for local production, as distinct from the original practice of hiring commercial materials, was a by-product of the economies in education expenditure introduced in 1976. The money available for the Programmed Learning Project was reduced to £5,000 a year which was insufficient to permit the continuation of the leasing contracts. It became vital to use all the facilities available to overcome this deficiency.

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that most of the staff and facilities for production were already in existence. The Programmed Learning Project had a teacher-coordinator who was willing to add production to his existing duties. The media resources centre had staff who possessed essential skills.

There was an artist who could spend time on graphics and captions, a production engineer with video machinery, high quality colour materials. Within a short space of time, this group came together as an enthusiastic team.

The presenters involved me skilled teachers recommended by specialist inspectors. To reduce the time involved in the preparation of materials to a minimum, they are invited to take part as individuals and the temptation to establish production committees has been resisted.

Every effort is made to reduce the demand upon the teacher's time to the minimum. They are not expected to travel to the centre or prepare any of the visuals. Whenever possible, their contribution is made in their own school and if practicable, in their own classroom.

In many cases, this means that a skilled teacher can present a programme in a half day whatever the chosen presentation format.

The art-work, captions and other essential photographs can be added at a later stage, without involving the teachers concerned. This does result in inevitable delay between the original teacher presentation and the final published product. Once the final product is approved, it can be duplicated and made available to all schools within the authority but especially those involved in the project.

These two aspects of the Programmed Learning Project, pump priming and production, have proved to be economically viable to the authority and to the individual schools. They have ensured that schools have been able to start resource systems, where they have the will, despite the economic climate and that there is the opportunity for the teacher with original ideas to get support in turn through the authority and the individual schools. All this has been achieved on a limited budget thanks to the enthusiasm and skills of the teachers and technicians involved.



## Distinctive characteristics

by David A. Alexander

Regional Geography of the British Isles. Wales, The Midlands, Northern Ireland, Central and Southern Scotland, South-West England. Educational Productions Ltd, Broad Road, East Angley, Wellesfield.

These six filmstrips complete a series which aims to provide a comprehensive view of the distinctive geographical characteristics of each area by examining selected

A wider range of themes is possible by choosing a different sequence of frames.

By contrast, in the Midlands, R. Baker concentrates on the reality of the landscape approach, emphasising the combined variety of rural, industrial and urban landscapes. Suggestions for practical exercises based on related Ordnance Survey maps are very good. However, in view of the current interest in the problems of inner city areas, a more argumentative approach to the region's new towns might have been appropriate.

Wales is too large to be covered in a single filmstrip. The region is divided into four parts, each with its own distinctive characteristics. The filmstrips are designed to provide a comprehensive view of the distinctive geographical characteristics of each area by examining selected

In South-West England, R. P. Thompson and R. Allison have adopted a thematic approach, under three main headings: tourism, agriculture and industry, towns and communities. They emphasise the variety of natural and human-made landscapes as well as the changing patterns of land use, following work and lesson themes

water harbour and power complexes at Ilfracombe might have been included, and some mention of the impact of oil platform construction in the Firth of Clyde. Stroudhouse, New Town, has now been shelved and its staff and expertise moved to the inner city area of Stroudhouse.

Northern Ireland has long been a province of conflict and yet S. Wrightman makes no reference to this, even in Belfast. Discussion on this aspect of social geography should be encouraged. It is not enough simply to mention tourism and conservation at the end of the filmstrip.

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These six filmstrips complete a series which aims to provide a comprehensive view of the distinctive geographical characteristics of each area by examining selected

## Through persecution to respectability

Baptists' conversion on the radical wing of the Reformation and progress from persecution under the Stuart kings, through toleration in eventual recognition and respectability of one of the Free Churches.

20 tell their story the Baptist Historical Society have produced a book of 100 pages, full of documents, pictures and notes. Who are the Baptists? ISBN 0 903166 05 4, costs £1.50 and is available through the Baptist Historical Society from The Rev R. S. H. Ely, 145 Greenvale Road, Broomfield, London SE9 1PQ.

The book is a collection of documents, pictures and notes. It tells the story of the Baptists' conversion on the radical wing of the Reformation and progress from persecution under the Stuart kings, through toleration in eventual recognition and respectability of one of the Free Churches.

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## The why of conservatism

by John A. Barker

Why Conservatism? An audio visual presentation of 80, 35mm slides with tapes £5.00. Available from: World Education Project, 20 Bunting Lane, Woodmanslee, Hants GU52 4QJ.

This is one of a series of aspects of conservatism by the project. The video is also available as a filmstrip at £3.00 and mounted slides at £2.00.

The slides are a series of 80, 35mm slides with tapes £5.00. Available from: World Education Project, 20 Bunting Lane, Woodmanslee, Hants GU52 4QJ.

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## Students on the breadline

by Peter O'Neill

Many overseas students in Britain are obsessed by a fear that the Home Office may be hunting them down to expel them. Their crime is simple: they are poor.

The slides are a series of 80, 35mm slides with tapes £5.00. Available from: World Education Project, 20 Bunting Lane, Woodmanslee, Hants GU52 4QJ.

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## Teachers and cooks

Mary Russell

At a recent conference to discuss the Taylor report, a head raised the question of non-teaching staff being represented on the governing body.

"What do I do," he asked, "if I want to introduce a new teaching method and it is vetoed by the school cook? Not," he added hastily, "that I have anything against cooks."

His remark was greeted with a burst of laughter. Not that anyone had anything against cooks... they simply weren't professionals.

As the conference continued, odd jokes and references to cooks and caretakers slipped into the conversation. Some people even got to their feet and asked what was wrong with cooks? After all, the Schools Meals Service had submitted evidence to the Taylor Committee.

Nothing was wrong with them, it seemed, they were probably great in the kitchen, but they simply

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**EDUCATION COMMITTEE**

The Borough is within easy access of Central London and is bordered by Epping Forest. Required for January 1979 or earlier if possible.

**COPPERMILL INFANTS SCHOOL**  
Edward Road, London E17. Head Teacher: Mrs. B. Kelly. No. on roll approx. 150 (plus 20 place Nursery opening September 1978).

**Deputy Head Teacher**

Burnham Group 4 (£4,215-£6,538) plus Overtime, London Allowance, plus Speciality Allowance. Applicants should have experience at vertically appointed infants.

Applicants must be full time teachers (minimum 5.5 years) obtainable from a reference to The Chief Education Officer, The London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E15.  
Closing Date: 28.6.78.

London Borough of  
**Waltham Forest**











## SECONARY

Art and Design  
continued

**WILKING**  
Widow of Mr. L. J. WILKING, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

## HEREFORD AND

## WOLFECESTER

## CITY COUNCIL

## THE LEYS HIGH SCHOOL

Wendover Drive, Redditch.

Worce. B6R 7UH

## ASSISTANT TEACHER

Art and Design

Applicants should be qualified to teach Art and Design at the level of the school. They should have a minimum of 2 years' experience in the subject. Applications should be sent to the Headmaster, The Leys High School, Wendover Drive, Redditch, Worce. B6R 7UH.

Application forms and booklets can be obtained from the Headmaster, The Leys High School, Wendover Drive, Redditch, Worce. B6R 7UH.

For A.S.E. (1968/69).

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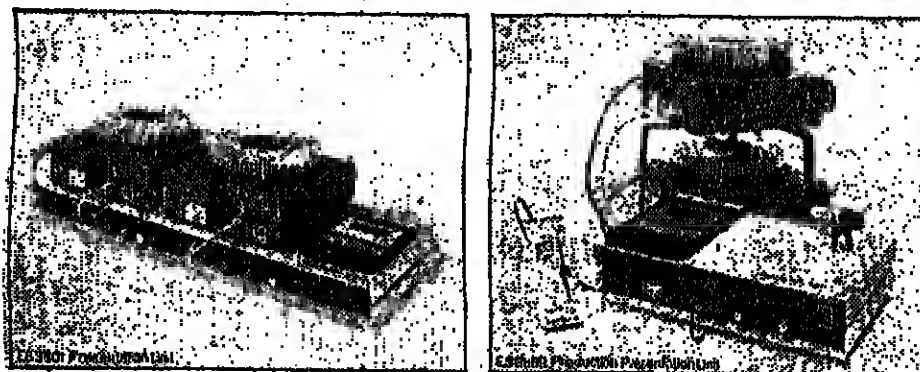




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# it's the software that makes the show...



but it's the hardware that makes the software.

You can hire the best writer in the business, the best photographer and designer, and you can bring a top production team together, but if the production hardware isn't up to scratch you are not going to end up with much of a show. And if the production hardware is not on the top line you may suddenly have a show that is not what you wanted. You may find yourself so far up the proverbial creek that the production or otherwise of a cassette will be purely academic.

To put it in a nutshell, the success of a production is not just a matter of the talent and the hardware. Therefore, the hardware must be dependable. It must also have the performance to meet the needs of the production.

Consider the two products featured here. The ES3000 combines an efficient cassette recorder section incorporating the input mixing and dubbing facilities with a sophisticated replay section which can be used as a stand-alone unit or as a part of a complete system. It is a true ideal for the small, medium and large production units.

The ES3000 needs no introduction. It is a well-known and highly respected name in the audio-visual industry. It is a true ideal for the small, medium and large production units.

**ELEPHANTSONIC**  
815 Pinner Road, London NW11 1PL

## Video jungle (continued)

Philips video cassette contains half-inch tape with one speed mounted above the other. The cost for an hour's tape has risen £20 to £25 but a recently announced price cut will reduce this. Because of the features of Philips recorders many schools have bought them for off-air recording. An electronic edit portable recorder is also available to the N1500 series format.

One hour has been the maximum running time of the U-matic and Philips N1500 models but thinner tapes have now increased these times. The EIAJ open reel units recorders have a maximum recording time of about one hour and non-reel and cartridge recorders about half an hour.

For domestic use, in particular, longer running times are desirable. Technological advances have made slower tape speeds satisfactory and so longer recording times are possible and tape costs are reduced. Manufacturers hope these factors will stimulate the domestic market.

Philips was first to launch a second generation video cassette recorder in this country with their N1700 VCR Long Play recorder. This model uses the same type of cassette as the N1500 series but a 60-minute cassette will run for 130 minutes—effectively halving tape costs. Although the cassette is the same, recordings are not interchangeable between N1500 series recorders and N1700 recorders.

Grundig also produce a VCR Long Play recorder to the N1700 format and have just introduced a new model with yet another record/play time of four hours. This time will be achieved by a further speed reduction of the same type of cassette and thinner tape. Philips are still marketing the N1500 and say they will continue to do so as long as there is a viable demand for it which they predict will be until the end of 1979.

This spring's crop of two new systems is as follows: between the February frosts JVC's VHS (Video Home System) blossomed and soon

after Easter Sony launched the Betamax system. VHS recorders are available at the time of writing and Betamax recorders will be available this month.

The two colour systems are very similar in that they are almost identical in the domestic market, recorders being an integral clock, timer and a modular and the cassettes being produced latterly in the United States. This may not be a problem.

The maximum running time of the cassettes in the United Kingdom is three hours and Betamax over the next few years. However, the U-matic format is well established and there will be a JVC and Sony have not yet introduced a choice of machines. The many plans to introduce a choice of machines seem likely to continue for some time.

No one knows who will win the video flower show. Each year there may be some radically new specialities while some old strains will die out.

Distributors of Video Equipment Ball & Howell AV Limited, Alport, House, Bridgewater Road, Wembley, Middlesex HA0 1EG. Dixons Technical Limited, 3 Soho Square, London W1V 5DE. Grundig International Ltd, Newlands Park, London SE26 5NQ. Hitachi Denchi (UK) Limited, Lodge House, Lodge Road, Hendon, London NW4 4JQ. JVC (UK) Limited, Eldonwall Trading Estate, Staples Corner, London NW2. National Panasonic Limited, 107-109 Whiteley Road, Slough SL1 3NR. Philips Electrical Limited, 19 Connaught Way, Purley Way, Croydon CR9 3JN. Radio Rentals Contracts Limited, Apex House, Twickenham Road, Feltham, Middlesex TW13 6JQ. Rank Audio Visual Limited, PO Box 70, Great West Road, Brentford, Middlesex TW8 3HR. Sony Marketing (UK) Limited, 8 Greyhound Road, Watford, Hertfordshire WD2 4UQ. Sony (UK) Limited, Pyrene House, Sunbury Cross, Sunbury on Thames, Middlesex. Sanyo NEC—distributed by Rank Audio Visual Limited. Ikegami and JTC—distributed by Dixons Technical Limited. JVC video equipment is also distributed by Bell & Howell Limited.

Nicholas Hitchcock is Teaching Resources Officer at Eton College, Windsor.

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The choice of system can be complicated if a number of different uses are required of it. Although the EIAJ high density open reel format is perhaps the most versatile choice for simple black and white programme production, domestic cassette recorders can be used with inexpensive black and white cameras if required; similarly open reel recorders can be used for off-air recording. In some instances facilities such as still pictures and slow motion can influence choice.

For the sake of compatibility it is always worth considering systems used by other departments or local schools. Rental is often a good alternative to purchase.

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Grundig maintains that the lag is necessary to prevent the use of existing Philips format video cassettes in SVR machines. It is rather vaguely argued that 'some existing Philips format video cassettes (as made and marketed by Philips themselves, along with Sanyo, JVC and Agfa) may not produce good results in the new Grundig SVR machines'.

But this raises obvious and vital questions. How will the user know whether or not it is safe to add lugs to an existing collection of Philips format video cassettes and so make them usable with a new Grundig machine?

It is hard to see how any instruction book, or even the most willing and well-informed dealer, can give the user definitive advice on these problems. And if the problem is not of real importance, why is Grundig designing the machine to accept only specially lugged cassettes? One possible answer is that Grundig's own, and specially lugged, Philips format cassettes are to be much more expensive than standard Philips format cassettes. Philips confirm that they intend of following the move to a lower tape speed also confirm that although not approve of the Grundig modification, which is a specially lugged SVR cassette for use in an SVR machine, they do not seem to have any objection to it.

Sound advice will be necessary in the case of Grundig SVR system, but might easily happen that with an existing supply of format cassettes (for less than a pound a cassette for a N1500 or N1700 machine) and a Grundig SVR machine, express intention of recording existing tapes to recordings.

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ALEC HUGHES replies to the question:

## Is 16mm film alive and well?

Is 16mm film alive and well? One might well pose the question. Television's impact, great as it is, is likely to be greater still in the near future (battles for the new commercial licences and a further channel—not to mention the pressures that each new satellite puts on each country to stake its claim for a share of the air space).

The family sitting room is in for a shake up with Ceefax, Viewdata and goodness knows what other schemes of microprocessor and computer—so that the home becomes the local paper, the mail order business, the reference library, the met office all at the touch of a button. Already video is making its impact and new equipment is likely to make it possible to run the home movie on your television screen.

What chance then for a medium not far off celebrating its centenary, dependent for its contemporary use on equipment which is still too bulky (balogen lights and self-threading notwithstanding), that needs properly blocked out rooms for effective presentation, requires forward planning and postal ordering and despatch?

It is certainly improbable that 16mm film as we know it will survive this century (which does not mean that what is already on 16mm will not be available on some other medium by then). But in the short term the situation is very optimistic. I get a regular flow of film information on my desk. New catalogues drop in every day. The range they offer is still immense.

Central Film Library still have a comprehensive coverage from straight technical instruction to the sort of entertainment which is very difficult to come by elsewhere. Their new Film Catalogue runs to nearly 1,600 titles. Rank has a remarkable assembly of training films.

Others like the National Coal Board, British Transport, the oil companies provide a wide range of films relating to their own special activities and many offer, in addition, sponsored films which treat important related subjects—energy, the environment, Concord

continues to build up a comprehensive assembly of films on social and political subjects.

There have, of course, been changes. Several of the well-established libraries now offer at least a proportion of their films on videotape as well. The BBC, in response to demand for many of its programmes, established Television Enterprises, and at last has done something to meet the request for film copies of programmes which have made a notable impact.

Colour is all but universal in contemporary film production and the libraries it is only the older material or 16mm versions of pre-colour television programmes that are still monochrome. Economies imposed changes—the imposition of charges by sponsors who had formerly distributed on free loan; even the disappearance of sponsors like Unilever, a sad loss to education.

But the pendulum is swinging back. Some have returned to free lending. The highly commercially motivated libraries offer reduced charges for education. The flow of sponsorship is maintained—no witness the 180-odd entries for this year's BISFA sponsored film festival.

What of the films available? At a time when there is growing emphasis on the use for more study participation in science and technology the sponsorship of science and technology films is well below its peak of some years ago. True, there is a rash of films about industry and the career potential for the student, and the latest catalogue of the Careers and Occupational Information Centre provides details (with some assessment) of a wide range of films and sound filmstrips on industrial and commercial careers. The list of whose distributors occupies nine pages.

But to exist (quite rightly) some of the challenges and excitement of industrial research, technological development, and industrial management is only an effective message if there are jobs for the young people to occupy. Our experience (shared by the rest of the industrial world—although too often the media present it as though it were a peculiarly British disease) indicates that the technological revolution will increase unacceptably high levels of contemporary unemployment and particularly youth unemployment. This suggests that much more needs to be done to adjust society to the new technology. Yet there is no evidence that film sponsors consider this.

It is here that I see the real challenge to 16mm film. It can go on for years presenting subjects—whether they be the achievements of technology, the latest in sales techniques, the promotion of products or company—much as it has done in the past.

But unless sponsors and film makers face head on some of the real problems of our society (as the early documentary film makers sometimes did) and unless they devise some means of relating their productions to topical trends and events, then I would not bank too much on the health of 16mm film one or two decades from now in the face of the electronic competition it already faces and the dramatic changes that will produce by the time the twinkle in the eye of newly-weds of 1978 leave primary school.

I'm looking for authoritative information to accompany really superb colour slides. I want neat packaging in booklet form so there are no library storage problems. I want one list which will cover topics as diverse as medieval manuscripts, the American War of Independence, drawings by Rembrandt, Roman daily life or American Indian masks.

Obviously I need slide booklets from BRITISH MUSEUM PUBLICATIONS LIMITED. At £3.00 (inc. VAT) for 12 slides and a commentary, they're a bargain!

New and forthcoming titles: Egyptian Mummies and Coffins, Egyptian Tomb Paintings, North American Indian Tomahawks, The Sutton Hoo Ship Burial, Painting of Rajasthan, Man Before Metals, Armenian Manuscript Illumination, Greek Vase Painting.

Distributed by  
Audio Visual Library Services Ltd.,  
Powdrake Road, Grangemouth, Stirlingshire FK3 9UT.

## HUNGARIAN

documentary and educational film on such varied subjects as: Music, the Arts, Folk music and Folk Dances, Science and Natural Science, Football, and Olympic sports, Hungarian towns and countryside, industry and agriculture, the Hortology and animal husbandry.

16mm films available on loan—send for free list of over 100 titles to British Hungarian Friendship Society, 84a Clarendon Street, London SW4V 3AX.

## WESTERN AUSTRALIA

16mm films on Australia's largest and fastest growing State may be borrowed free of charge by interested organisations. For free catalogue apply to:

The Film Librarian,  
Western Australian Government Office,  
115 Strand, LONDON WC2R 0AJ



## EDUCATIONAL SERVICES SCOTLAND

30 COATES PLACE, EDINBURGH. TEL 031 225 3522

AUDIO VISUAL SALES AND SERVICING

- \* SCOTTISH AGENTS: CLARKE & SMITH MANUFACTURING CO. LTD.
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## Arnold AudioVision















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**SHROPSHIRE**  
**EDUCATION COMMITTEE**  
**THE ORANGE SCHOOL**  
Worcester Road, Shrewsbury, Salop.  
Required: **Boys' and Girls' Pupil-Teachers**, preferably with some knowledge of C.E. or O level.  
Applications direct by letter to the Head, enclosing a copy of the curriculum vitae.

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Application by letter to the  
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**SCHOOL**  
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It is a recommendation for Mathematics as the school giving full credit is not available.

Required for September, 1979, unless otherwise stated

**HEADS OF DEPARTMENT:**

1. HEAD OF ENGLISH, SCALE 4  
 1. HEAD OF BUSINESS STUDIES, SCALE 6

**THE CATHOLIC HIGH SCHOOL**  
*Old Wrexham Road, Handbridge, Chester*  
*(Group 10, 11-18 Mixed Comprehensive)*

Required for 1st January, 1979, or 1st September, 1979 if possible.  
 Ability to teach shorthand and Typewriting, especially.  
 Application forms and further details obtainable from the  
 Registrar of the Catholic High School, Chester. Please enclose a  
 stamped and addressed envelope.  
 Closing date for receipt of application forms—Friday, 23rd June,  
 1978.

**FRENCH**  
**STANNEY COMPREHENSIVE**  
*Stanney Lane, Ellesmere Port, South Wirral*  
*Tel. 051-355 5245.*

An established 11-18 school of 1,550 pupils with an  
 expected Sixth Form in September of 1980.

To teach to "O" level. Temporary post in 1st line (Employ-  
 ment Protection Act), good possibility of permanent appointment  
 in the long term. Applications to be made to include curriculum  
 vitae and names of referees to Headmaster (with SAE details). Full  
 details of the school and of the post will be sent.

**ART**  
**CHRISTLETON HIGH**  
*Village Road, Christleton, Chester*

**PHYSICS**  
**PENKETH HIGH SCHOOL**  
*Heath Road, Penketh, Warrington WA5 2BY*  
*Tel. Penketh 2298/6533*

Provision to teach to Ordinary, O.S.E. and Advanced levels; new  
 laboratory provision is planned for the next future.  
 The school is an 11-18 co-educational comprehensive with a large  
 school site situated in a developing residential community. Apply  
 by letter to the headmaster as soon as possible.

**PHYSICS/CHEMISTRY**  
**APPLETON HALL COUNTY HIGH SCHOOL**  
*Hall Drive, Appleton, Warrington*  
*Orkney Rd, Warrington*

**QUEEN'S PARK HIGH SCHOOL**  
Queen's Park, Chester  
1,300 pupils, mixed (200 in Sixth Form)  
1. French at all ranges of age and ability, including a share of sixth form work.  
2. shorthand and Typing in the 4th, 5th and 6th forms.  
3. Mathematics taught in the school at all ages and levels of ability including some Sixth Form work.

**KNOLTON**  
**WILMSLOW COUNTY GRAMMAR SCHOOL FOR GIRLS**  
Dean Row Road, Wilmslow  
(Becoming Dean Row County High School, co-educational, first Comprehensive school with first non-selective intake in September, 1975.)  
To teach up to "O" level in the school.

**HISTORY**  
**KNUTSFORD COUNTY HIGH**  
Bexton Road, Knutsford  
(1,650 mixed)  
A well qualified person is required with knowledge of the school's Council Project History 1975, ability to plan Politics in the Sixth Form would be an advantage.  
This is a developing comprehensive school with first full Sixth Form in September, closing date 23rd June, 1975.

**REHERIAL**  
**THORNGROVE COUNTY HIGH**  
Winslow  
The school will be formed in September, 1976 by the amalgamation of Girls' and Boys' Secondary Modern School on site, also with a comprehensive for boys on site.

**ST. JOSEPH'S HIGH SCHOOL**  
Highfield Road, Widnes  
6th form entry (Co-Ed) : Group X : 915 on register.  
1. Up to "O" Level. Ability to help with Science and/or Religious Education and Music desirable.  
2. To "O" and "A" level with some Mathematics.

**1. FRENCH**  
**2. MUSIC**  
**ST. JOHN'S R.C. SECONDARY SCHOOL**  
Bridgewater Avenue, Latchford, Warrington WA4 1RX  
1. To teach throughout the school.  
2. Part time.  
Currently the school is a modern mixed school which will be re-organised as a 6th Form Entry Mixed Comprehensive School in September 1976.

**Hole2 Lane, Woolston, Warrington WA1 4LS**  
**Tel Padgate 816948**  
**11-18 mixed comprehensive, £1,500+ on roll, with**  
**Open Sixth Form**  
1. Graduate teacher to teach in a strong and well-established department to C.S.E., O.C.S., O.C.E. level and to contribute to the integrated science course in Years 1 and 2.  
2. Two other in French, modern languages, Ability to offer Spanish and/or German an advantage. Voluntary work available for strong and motivated students.  
3. Well equipped laboratory.  
4. Biology and Chemistry teacher required to share in the teaching of Science in Years 1 and 2.  
5. Salary in the £5,000-£6,000 range.  
Closing date 28th June, 1978.

**Mixed comprehensive (12-18) 930 on roll**  
To teach throughout the five ranges including Physics | Geography | G.C.S.E. level, as well as G.C.E. and A Level. Closing date 28th June, 1978.

**1. WOODWORK**  
**2. COMMERCE/TYPING/Office Practices**  
**NORTON BRIDRY COMPREHENSIVE SCHOOL**  
**Chesham Road, Runcorn, Warrington**  
**Tel. Runcorn 63521**  
Both post Scale 1-5 S.P.A. allowance. Help with housing if required. Completed application forms to be returned as soon as possible.

**1. METALWORK**  
**2. PHYSICAL EDUCATION**  
**STOCKTON HEATH COUNTY HIGH**  
**Brookfields Road, Appleton**  
An ability to teach other craft subjects will be a recommendation.  
2. An ability to teach Physical science and/or Mathematics an advantage.  
Please apply in writing to the Headmaster at the school giving full details and curriculum. Also, Forms will be sent to suitable applicants.











test

Form)  
TELE/MISTRESS (Scale 11 read  
for September to teach  
MISTY throughout the school  
for and University  
Inship standards. No other  
issues are used throughout the  
ul. This is a strong depart-  
: there are about 50, "A"  
condation per year.  
consideration given to religious  
removal and relocation costs,  
ary housing and a two house  
rancy.  
London Allowance parallel £247  
annual.  
Office of application (no forms)  
: The Boardman

**INDLESEX**  
**WILSON SCHOOL**  
 17 Independent, H.M.C., 800  
 E. 220 in the Blvd. Form. H  
 aimed for September, LEA H  
**PHYSICS.** Strong Department  
 Natick course taught in  
 equipped laboratories. Fur-  
 details available.  
 alory Ournham, with London  
 and Hampton students.

**BIDLESEX**  
THE LONDON COLLEGIATE  
SCHOOL  
10, Redware, Middlesex  
THU  
Hired for September, 1978.  
STUDENT TEACHER in the DE-  
PARTMENT OF BIOLOGY, to teach  
BASIC BIOLOGY and BOTANY  
Advanced Level and University  
Entrance Biology

applications and official recognition  
 of the Science School.  
 The salary scale is not depending  
 on experience with London Alliance  
 applications in own handwriting.  
 Note: to the local Mistress with  
 number of two references.

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VCASTLE upon Tyne  
 / of  
 CATION COMMITTEE  
 BOTTLE MILL SCHOOL  
 CHURCH OF PHYSICS  
 No. 1  
 issued for September, 1978

primary education. Each year  
 minimum a school to  
 physical through this  
 City Co-educational Comprehensive  
 High School. Courses in all  
 A, including C.S.E., O, all  
 A, and B, levels are fully  
 A, and effectively taught.  
 level work could be made  
 A, to graduate qualified  
 A, students.  
 A, education forms and further  
 A, are obtainable from the Board  
 A, of Waikotiti High School,  
 A, of New Zealand upon trans-  
 A, A, to be returned at once

**Metropolitan**

Brow, Bolton

earlier if possible

Religious Studies to  
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for the Autumn Term,

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y "O" level.  
CLUES

Technical Drawing

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June 19, 1978.

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26







HAMPSHIRE  
MAYFIELD SCHOOL

1432 mile  
1 (comprehensive Mixed 12 to  
1,650 up roll)  
Inquired from September:  
Eral 1 TRACTOR of WOODWO  
and 1 CHEMICAL DRAWING;  
to be quickly replaced in a feed  
reinstat. S.A.T. for arrowhead  
and further details.

**HARINGEY**  
through off  
SOUTHAMPTON SCHOOL  
1000 North Circular N17 UN  
Telephone: 01-808 4304  
Mixed Comprehensive School  
the ion runs 12 to 18)

Interested candidates are invited to seek further information and to apply for consideration of positions available for the following:

Rec'd Priority Allowances \$327.76

Applications by letter in the January to the Headmaster, giving brief details of qualifications, experience, together with the names of two referees.

Repayment expenses—100 per cent allowed.

Chief, Education Officer, Education Offices, Somerset Road N 521.

# NCIL

ment of Education, Great  
to the headteacher of the  
be accompanied by a

1. SCROOL (No. on roll 1,140,  
ava Q25 in sixth form)

of courses such as Social  
(No. on roll 960, 11-12 years)  
to teach ART throughout the  
ART are taught.

Physical Education able to teach and prepared in supervisory ability to teach ART/Craft

term only, full-time GEO-  
logist of modern geographical  
teach the field

and abilities, including citizen  
No. on roll 960, 11-12 years)  
teach GENERAL SUBJECTS  
and so advance if applicants  
above remedial level. The  
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The school is set at the  
under and shares a number  
with the local community.  
September when the second  
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for a full-time post. A

DRAMA and RELIGIOUS















licallion forms from: The Prin-  
of Further Education; Marjori-  
M48 1QJ (telephone number



## School of Technology and Design

SENIOR LECTURER  
IN GENERAL STUDIES

Applications are invited from suitably qualified and experienced candidates for the above post from September 1, 1978 or as soon after that date as possible.

Applicants should hold graduate or similar qualifications in an appropriate discipline related to one or more of the following areas: Cultural Studies, Communication, Environmental Studies, Industrial Studies, Management, and Personnel. Preference will be given to trained teachers.

The salary for the above post will be in accordance with the Barrow Scale of Salaries for Teachers in Establishments of Further Education.

Senior Lecturer, £24,061 to £27,066 (bar) to £27,572.

Appointees terms and further details are available from the Staffing Officer, Bradford College, Great Horton Road, Bradford BD9 1AT, and the completed forms should be returned by Wednesday, June 21, 1978.

THURROCK TECHNICAL COLLEGE,  
Woodview, Grays, Essex. (Tel: 0375 71821)

## Lecturers Grade I

required from 1 September, 1978, or as soon as possible thereafter.

1. Management and Business Studies Department:  
Industrial Relations.

To teach on Shop Steward and other related courses. Industrial experience and a relevant degree required. A good knowledge of Industrial Law is essential.

## Management Studies.

The Management Division requires a lecturer to contribute to a programme of Supervisory and Management Courses. The work will involve visiting companies and running courses on a residential basis (e.g. in hotels). A successful candidate will need to have wide industrial experience at Management or Director level and hold appropriate qualifications or membership of a relevant professional body.

## Port Transport.

The person required will have experience in the Shipping, Port or Forwarding industry, with up-to-date knowledge of modern methods of materials handling and/or forwarding documentation and able to offer or willing to develop either Law of Carriage and/or Finance of Foreign Trade.

## Secretarial Skills.

To teach Shorthand, Typewriting, Office Practice, Secretarial Duties, Good Teaching, and practical qualifications required.

## 2. Science, Catering and Art Department:

## Hairdressing:

(In the Catering and Domestic Arts Division) to teach C & G 780, 160/3, 782 and Beauty Care to full and part-time students. Applicants should hold C & G 780/2 and 782 or equivalent qualifications together with good salon experience.

## Re-Nursing Subjects.

To prepare full-time students for entry into Schools of Nursing and other areas of the Medical Profession. Candidates will be expected to teach Hygiene, First Aid, First Aid and First Aid to children, and to have wide industrial experience at Management or Director level and hold appropriate qualifications or membership of a relevant professional body.

## 3. Engineering Department:

## Welding Practice and Theory.

To teach Practical Welding, Welding Technology and associated subjects up to and including Part 2 of the CGLI Course No. 185. Substantial industrial experience is essential, preferably including Vehicle Bodywork.

## 4. Computer Studies:

Responsible to the Director of the Computer Unit for a programme of teaching on TOPS Computer Programming Courses. Subjects include: Computer Science, Computer Systems, Computer Applications, and Computer Management. A post offering wide experience and excellent prospects of promotion to applicants with formal qualifications in Computer Science or equivalent experience in Commercial Data Processing.

Teachers appointed without teaching qualifications are expected to take early advantage of part-time courses leading to qualified teacher status for which an appropriate remission of teaching hours is granted. Salary Scale: £21,922-£25,334 per annum (+ £1500 overtime allowance).

Application forms, to be returned within 14 days of the appearance of this advertisement, and further details from the Principal.



Essex County Council

Lancashire  
County CouncilFURTHER EDUCATION  
FORMS/FURTHER DETAILS  
FROM/RETURNABLE TO:  
THE PRINCIPAL AT THE COLLEGE  
CLOSING DATE: 19th JUNE, 1978  
S.A.E. PLEASE

LANCASTER AND MORECAMBE COLLEGE OF FURTHER EDUCATION  
Morecambe Road, Lancaster  
September 1, 1978

Lecturer I in Carpentry and Joinery.  
Burnham, £23,192 to £25,334.

W. R. TUON COLLEGE, PRESTON  
61 Vincennes Road, Fulwood, Preston  
September, 1978 (or as soon as possible thereafter) —  
Senior Lecturer Post.  
Responsibility for "Caring Courses", to teach one of: Home Management and Family Care; Nursery Nursing; Pre-Nursing; Social Work Courses.  
Lecturer 1 Posts —  
(1) Lecturer in Aeronautical Engineering.  
(2) Lecturer in Electronic and Light Current Subjects.  
NELSON AND COLLEGE  
October 1, 1978 —  
Lecturer I.  
To teach and organize community-based classes in English as a Second Language.

SHIRECLIFFE COLLEGE  
SHEFFIELD

Applications are invited from suitably qualified persons, preferably teacher trained, for the following posts:

## 1. Lecturer 1—Painting and Decorating

Candidates for this post should have suitable and varied industrial experience. A broad knowledge of craft techniques is essential as is the ability to supervise large scale project schemes.

## 2. Lecturer 1—Carpentry and Joinery

To teach Carpentry and Joinery, practice and technology, ranging from Standard Scheme Courses to Advanced Craft level. Applicants will be expected to have had a good industrial (preferably sawmill) experience.

## 3. Lecturer 1—General Science

To teach General Science to a range of craft, technician and general education courses.

## 4. Lecturer 1—Mathematics

To teach mathematics to a range of craft, technician and general education courses.  
Salary Scale: £22,613 to £24,889 p.a.

Application forms and further particulars are available from the Chief Administrative Officer, Shirecliffe College, Shirecliffe Road, Sheffield S8 5XZ. Tel: Sheffield (0742) 78391 to whom completed applications should be returned within 14 days of the appearance of this advertisement.

## EDUCATION COMMITTEE

SOURVILLS COLLEGE OF FURTHER EDUCATION  
Bristol Road South, Northfield, Birmingham B31 2AJ  
Applications are invited for the following posts:

Lecturer II for Health Sciences courses.  
Lecturer II for Coordination of Social Work courses.  
Lecturer I for Shorthand, Typing and Office Practice.  
Application forms and details obtainable from the Principal.

MATTHEW ROULTON TECHNICAL COLLEGE  
Shedden Street, Birmingham B7 5DS  
Applications are invited for the following posts to take effect from September 1, 1978, or as soon as possible thereafter:

(1) Lecturer Grade II in Accounts  
To teach Accounts on a wide range of courses for national, integrative and professional examinations. Ability to integrate the teaching of the subject into courses leading to the new Business Education Council Awards is essential. Candidates must hold a professional Accounting qualification and have relevant teaching experience.

(2) Lecturer Grade I in Distribution Management  
To teach courses of retail and wholesale distribution management on the new Business Education Council Awards. Candidates should hold a suitable qualification and must have a minimum of five years' practical experience in the distributive trade.

(3) Lecturer Grade I in Materials Science  
To teach courses of metal and non-metallic materials science to engineering students and associated subjects. Candidates should be suitably qualified with industrial experience. Previous teaching experience would be an advantage.

Application forms and further particulars may be obtained from the Principal, who will also be pleased to discuss them. Salary scale: £22,613 to £24,889 p.a. plus superannuation. Closing date: 14th June 1978.

Interested persons should apply to the address above indicating their appropriate educational background, or teaching experience, and the subject of their application.

BIRMINGHAM  
CITY COUNCIL

## HUMBERSIDE COUNTY COUNCIL

## Hull College of Further Education

Principal: A. Tack, B.Sc., C.Eng., M.I.E.E., M.T.E.R.E.

## DEPARTMENT OF ENGINEERING

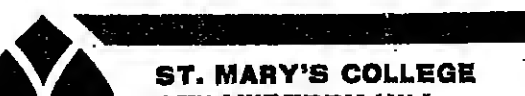
## LECTURER I

in METAL FABRICATION AND WELDING

required to teach fabrication and welding subjects up to C.G.L.I. Part III level. Applicants should have appropriate industrial experience and a minimum qualification of Full Technological Certificate. Teaching duties will be mainly concerned with fabrication and welding but some mechanical engineering will also be involved. The post is available from 1st September, 1978.

Salary scale, Lecturer 1, £21,192 to £25,334 per annum.

Application forms and further particulars are available from the Administrative Assistant (Personnel), Hull College of Further Education, Queens Gardens, Hull. Telephone: 0482 29943 (Ext. 2191). Completed application forms to be returned within 14 days of the appearance of this advertisement.

ST. MARY'S COLLEGE  
STRAWBERRY HILL,  
TWICKENHAM

This is a Catholic College of Higher Education with 1,200 students. It offers Internal Degrees of London University in Arts, Sciences, Humanities and Education.

Lecturer  
in Education

Applications are invited from well-qualified and experienced persons for the post which becomes available from September, 1978.

Candidates should be qualified to teach at degree level in Educational Psychology and should also be able to contribute generally to the work of the Education Department.

The salary will be in accordance with Burnham Further Education Scale, plus London Allowance.

Further details from the Principal, to whom applications (there are no official forms) should be sent together with the names of three referees, to arrive no later than Friday, 23rd June, 1978.

SHEFFIELD EDUCATION  
STANNINGTON COLLEGE

Myers Grove Lane, Sheffield S8 5JL

DEPARTMENT OF MECHANICAL AND  
PRODUCTION ENGINEERING

Applications are invited for the post of:

LECTURER GRADE I in MECHANICAL  
and PRODUCTION ENGINEERING

(Craft Bias)

Salary Scale: £22,613 to £24,889 p.a.

Further particulars and application forms may be obtained from the Chief Administrative Officer (Ref. 10) on receipt of a stamped addressed envelope, to whom it should be returned by 21st June, 1978.

## LONDON COLLEGE OF FURNITURE

41/71 Commercial Road, London E1 1LA  
Tel: 01-247 1953

## Lecturers

The College wishes to compile a register of Lecturers willing to teach, on a part-time basis, students on College Certificate and Diploma and T.E.C. Diploma Courses to the following subjects:

- Mathematics; Electronics;
- Electrotechnology; Wood Science;
- Timber Economics and Administration;
- Metal Science; Plastics Science;
- Materials and Product Testing;
- General Physical Science;

Interested persons should apply to the address above indicating their appropriate educational background, or teaching experience, and the subject of their application.

COLLEGES OF  
FURTHER EDUCATION  
continued

SUCKINGHAMSHIRE  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
FURTHER EDUCATION AND  
TECHNOLOGY  
Principal: A. Tack, B.Sc., C.Eng., M.I.E.E., M.T.E.R.E.

LECTURER I in REMEDIAL EDUCATION  
To teach remedial education to students on the Adult Training Course and to assist with the teaching of the Adult Training Course and to assist with the teaching of the Adult Training Course.

Salary scale, Lecturer 1, £21,192 to £25,334 per annum.

Application forms and further particulars are available from the Administrative Assistant (Personnel), Suckinghamshire County Council, Suckingham Road, Suckingham, Suckingham. Telephone: 0482 29943 (Ext. 2191). Completed application forms to be returned within 14 days of the appearance of this advertisement.

Further details from the Principal, to whom applications (there are no official forms) should be sent together with the names of three referees, to arrive no later than Friday, 23rd June, 1978.

Interested persons should apply to the address above indicating their appropriate educational background, or teaching experience, and the subject of their application.

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Interested persons should apply to the address above indicating their appropriate educational background, or teaching experience, and the subject of their application.

COLLEGES OF  
FURTHER EDUCATION  
continued

SUCKINGHAMSHIRE  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
FURTHER EDUCATION AND  
TECHNOLOGY  
Principal: A. Tack, B.Sc., C.Eng., M.I.E.E., M.T.E.R.E.

LECTURER I in REMEDIAL EDUCATION  
To teach remedial education to students on the Adult Training Course and to assist with the teaching of the Adult Training Course and to assist with the teaching of the Adult Training Course.

Salary scale, Lecturer 1, £21,192 to £25,334 per annum.

Application forms and further particulars are available from the Administrative Assistant (Personnel), Suckinghamshire County Council, Suckingham Road, Suckingham, Suckingham. Telephone: 0482 29943 (Ext. 2191). Completed application forms to be returned within 14 days of the appearance of this advertisement.

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COLLEGES OF  
FURTHER EDUCATION  
continued

SUCKINGHAMSHIRE  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
FURTHER EDUCATION AND  
TECHNOLOGY  
Principal: A. Tack, B.Sc., C.Eng., M.I.E.E., M.T.E.R.E.

LECTURER I in REMEDIAL EDUCATION  
To teach remedial education to students on the Adult Training Course and to assist with the teaching of the Adult Training Course and to assist with the teaching of the Adult Training Course.

Salary scale, Lecturer 1, £21,192 to £25,334 per annum.

Application forms and further particulars are available from the Administrative Assistant (Personnel), Suckinghamshire County Council, Suckingham Road, Suckingham, Suckingham. Telephone: 0482 29943 (Ext. 2191). Completed application forms to be returned within 14 days of the appearance of this advertisement.

Further details from the Principal, to whom applications (there are no official forms) should be sent together with the names of three referees, to arrive no later than Friday, 23rd June, 1978.

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COLLEGES OF  
FURTHER EDUCATION  
continued

SUCKINGHAMSHIRE  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
FURTHER EDUCATION AND  
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Principal: A. Tack, B.Sc., C.Eng., M.I.E.E., M.T.E.R.E.

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## SWITZERLAND AIGLON COLLEGE

This International Boarding School in the Swiss Alps for 250 boys and girls, 11 to 18, requires for September, 1978, on:

### EXPEDITIONS MISTRESS

to assist in the running of an extensive outdoor pursuits programme and to take particular responsibility for the organization of the girls' weekend expeditions. Mountain Leadership Certificate or equivalent experience required. The post is residential and is combined with a part-time classroom teaching programme, preferably in Geography and/or French.

Applicants must be prepared to respond to the challenge of working in an international community and to make a full contribution to the life of the school in which care of the individual and spiritual values are stressed.

Apply with curriculum vitae, testimonials, two referees and phone numbers (town and release) to the Headmaster, Aiglon College, 1885 Chesières Villars, Switzerland. Telephone Chesières (025) 3 27 27.

## MARRIED COUPLE TO TEACH IN IRAN

Teaching married couple required for English Language School in Abadan, Iran. Possible opening for age levels 7-13. Ability to teach all subjects necessary. Preferably one teacher for maths/science specially for age level 10-13.

Transportation and housing provided. Salaries negotiable commensurate with qualifications.

Please send details to:

The Principal  
Jahan School, P.O. Box 180  
Abadan, Iran

## YOUTH AND COMMUNITY SERVICE continued

### SUSSEX

THE YOUTH AND COMMUNITY SERVICE is looking for a full-time teacher to take charge of a team of voluntary workers. The post holder will be responsible for the organization of the team and for the delivery of the service to the community. The post is full-time and is based in Brighton. The salary is £10,000 per annum. The post is open to applications from both men and women. The closing date is 15th June 1978.

ISLINGTON YUS CO. seeks an experienced teacher to take charge of a team of voluntary workers. The post holder will be responsible for the organization of the team and for the delivery of the service to the community. The post is full-time and is based in Islington. The salary is £10,000 per annum. The post is open to applications from both men and women. The closing date is 15th June 1978.

For further information and an application form, please write to or telephone: Miss Elizabeth Whitcomb, Cubbins-Thurley Services Ltd., 5, 7 & 8, Backwell Street, Piccadilly, London W1X 2BH; 01-734 0161.

## Overseas Appointments

### GERMANY

THE PITMAN SCHOOL is looking for a full-time teacher to take charge of a team of voluntary workers. The post holder will be responsible for the organization of the team and for the delivery of the service to the community. The post is full-time and is based in Germany. The salary is £10,000 per annum. The post is open to applications from both men and women. The closing date is 15th June 1978.

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## URUGUAY THE BRITISH SCHOOLS MONTEVIDEO

Headmaster of Senior School: M. W. Cross, Esq., M. Sc., requires, from 1st March, 1979,

### A HEAD OF ARTS DEPARTMENT

Candidates should have a degree in either English History and will be required to teach both subjects at the equivalent of 'A' level. They should ideally have a post-graduate TEFL qualification and the ability to teach the Theory of Knowledge course of the International Baccalaureate. A willingness to participate in extra-curricular activities is essential.

The salary will be based on Barnham Scale 1. There is an overseas allowance, payable in sterling, of £2,000. Return air fares will be paid by the school, and the accommodation subsidised. The employer's pension U.K. superannuation will be paid. Initial contract for three years to December 1981 renewable. The schools are co-educational, independent day schools, and there are approximately 500 pupils aged 11-18 at the Senior School.

For further information and an application form, please write to or telephone: Miss Elizabeth Whitcomb, Cubbins-Thurley Services Ltd., 5, 7 & 8, Backwell Street, Piccadilly, London W1X 2BH; 01-734 0161.

## The British Council SCIENCE DEVELOPMENT BANGLADESH

Applications are invited for the post of  
Science Development  
Adviser (Secondary)

Ministry of Education  
Government of Bangladesh

The British Council has agreed to fill this post with a person who will be responsible for the development of science education in Bangladesh. The post holder will be responsible for the organization of the team and for the delivery of the service to the community. The post is full-time and is based in Bangladesh. The salary is £10,000 per annum. The post is open to applications from both men and women. The closing date is 15th June 1978.

For further information and an application form, please write to or telephone: Miss Elizabeth Whitcomb, Cubbins-Thurley Services Ltd., 5, 7 & 8, Backwell Street, Piccadilly, London W1X 2BH; 01-734 0161.

## OVERSEAS Appointments continued

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## THE OPEN UNIVERSITY The Health Education Council

### Senior Research Officer

Curriculum Development Project on "Child Development and Family Life". Applications are invited for the post of Senior Research Officer on a new Curriculum Development Project at the Open University and funded by the Health Education Council (subject to the approval of the Health Education Council). The purpose of the project is to survey the teaching of child development / family life / parenthood topics in schools, to investigate the potential of the materials produced by the Community Education Section, for use in schools, and to develop distance learning materials for teachers based on those courses.

Applicants are likely to have had substantial experience of both teaching and research. They should be able to undertake classroom-based teaching, the organization of curriculum development workshops with teachers and the drafting of learning materials. They should also be able to define research objectives and methodologies, to undertake research projects, write up the research and prepare reports for both institutional and external use. Applicants should be able to work on their own initiative, but within the environment of a project team and in collaboration with teachers, local education authorities and other providers.

The post is based at the Open University headquarters in Milton Keynes, Buckinghamshire. Some travel may be required during the first phase of the project, and also to collaborating schools and teachers' centres, during the preparation of learning materials. The post is for two years from September, 1978, and will be at an appropriate point on the Senior Research Officer scale of £5,700 to £7,300 plus membership of U.K. superannuation by arrangement. Applications close on June 19, 1978.

Application forms and further particulars are available, by postcard request, please, from the Personnel Manager (SR03), The Open University, PO Box 75, Walton Hall, Milton Keynes MK7 9AL, or by telephone from Milton Keynes 83988 (24-hour answering service).

## DEPARTMENT OF EDUCATION FOR NORTHERN IRELAND Secondary Schools Reorganisation

The Northern Ireland Schools Curriculum Committee has been invited by the Minister of State for Education, Mr. Mervyn Dwyer, to prepare a guide and commentary, from the standpoint of Northern Ireland, on the process of reorganisation of secondary education in the United Kingdom following the general principles in preparing their schools to meet the needs of a wider society.

The Committee wishes to appoint two persons who will provide guidance and assistance in writing this guide. The successful candidates will be responsible, through the Department of Education, for preparing a guide and commentary, from the standpoint of Northern Ireland, on the process of reorganisation of secondary education in the United Kingdom following the general principles in preparing their schools to meet the needs of a wider society.

For further information and an application form, please write to or telephone: Miss Elizabeth Whitcomb, Cubbins-Thurley Services Ltd., 5, 7 & 8, Backwell Street, Piccadilly, London W1X 2BH; 01-734 0161.

## CANADA TECHNICAL AND VOCATIONAL INSTRUCTION

Applications are invited for the post of Technical and Vocational Instructor in the field of Mechanical Engineering. The post holder will be responsible for the organization of the team and for the delivery of the service to the community. The post is full-time and is based in Canada. The salary is £10,000 per annum. The post is open to applications from both men and women. The closing date is 15th June 1978.

For further information and an application form, please write to or telephone: Miss Elizabeth Whitcomb, Cubbins-Thurley Services Ltd., 5, 7 & 8, Backwell Street, Piccadilly, London W1X 2BH; 01-734 0161.

## FINLAND TECHNICAL INSTRUCTOR

Applications are invited for the post of Technical Instructor in the field of Mechanical Engineering. The post holder will be responsible for the organization of the team and for the delivery of the service to the community. The post is full-time and is based in Finland. The salary is £10,000 per annum. The post is open to applications from both men and women. The closing date is 15th June 1978.

For further information and an application form, please write to or telephone: Miss Elizabeth Whitcomb, Cubbins-Thurley Services Ltd., 5, 7 & 8, Backwell Street, Piccadilly, London W1X 2BH; 01-734 0161.

## ITALY TECHNICAL INSTRUCTOR

Applications are invited for the post of Technical Instructor in the field of Mechanical Engineering. The post holder will be responsible for the organization of the team and for the delivery of the service to the community. The post is full-time and is based in Italy. The salary is £10,000 per annum. The post is open to applications from both men and women. The closing date is 15th June 1978.

## AFRICA TECHNICAL INSTRUCTOR

Applications are invited for the post of Technical Instructor in the field of Mechanical Engineering. The post holder will be responsible for the organization of the team and for the delivery of the service to the community. The post is full-time and is based in Africa. The salary is £10,000 per annum. The post is open to applications from both men and women. The closing date is 15th June 1978.

## SPAIN TECHNICAL INSTRUCTOR

Applications are invited for the post of Technical Instructor in the field of Mechanical Engineering. The post holder will be responsible for the organization of the team and for the delivery of the service to the community. The post is full-time and is based in Spain. The salary is £10,000 per annum. The post is open to applications from both men and women. The closing date is 15th June 1978.

## IRELAND TECHNICAL INSTRUCTOR

Applications are invited for the post of Technical Instructor in the field of Mechanical Engineering. The post holder will be responsible for the organization of the team and for the delivery of the service to the community. The post is full-time and is based in Ireland. The salary is £10,000 per annum. The post is open to applications from both men and women. The closing date is 15th June 1978.

For further information and an application form, please write to or telephone: Miss Elizabeth Whitcomb, Cubbins-Thurley Services Ltd., 5, 7 & 8, Backwell Street, Piccadilly, London W1X 2BH; 01-734 0161.

## SOUTH ITALY TECHNICAL INSTRUCTOR

Applications are invited for the post of Technical Instructor in the field of Mechanical Engineering. The post holder will be responsible for the organization of the team and for the delivery of the service to the community. The post is full-time and is based in South Italy. The salary is £10,000 per annum. The post is open to applications from both men and women. The closing date is 15th June 1978.

For further information and an application form, please write to or telephone: Miss Elizabeth Whitcomb, Cubbins-Thurley Services Ltd., 5, 7 & 8, Backwell Street, Piccadilly, London W1X 2BH; 01-734 0161.

## IRELAND TECHNICAL INSTRUCTOR

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## CAREERS OFFICERS

£3,584-£3,962 or £4,050-£4,402  
Staines/Woking

To join the team of Careers Officers in North Surrey and to undertake a general caseload in Staines (1 post) and Woking (1 post). Candidates should have a degree or equivalent qualification and be qualified for the work of the Careers Service. Salary according to age and experience. Car mileage and subsistence expenses payable, together with generous relocation expenses in approved cases. Further details from the County Education Officer (Ref. CS/MB), Careers Service, Education Department, County Hall, Kingston upon Thames, Surrey, KT1 2DJ. Tel. 01-546 1050, ext. 3483. Closing date: 10 days from appearance of advertisement.

## SURREY COUNTY COUNCIL

## Deputy Principal Youth Officer

Salary Range: £7,868.80-£8,669.80  
(salary inclusive of London Weighting and Phases I and II supplements)  
This is a new position. Applicants should have an appropriate academic or equivalent qualification and should have held a senior post in the youth service. Proven management ability and experience are essential.

## CAREERS SERVICE Deputy Principal Careers Officer

Salary Range: £7,868.80-£8,669.80  
(salary inclusive of London Weighting and Phases I and II supplements)  
Experience in the Careers Service or directly relevant work is essential, together with the administrative experience appropriate to the direction of this large and expanding service. Possession of a qualification recognised by the Local Government Training Board would also be an advantage.

Application forms and further details from the Education Officer (Ref. CS/MB), Room 367, The County Hall, London, SE1 7PB. Please enclose a stamped addressed envelope.

Forms to be returned by 29 June 1978.

## NORTH YORKSHIRE COUNTY COUNCIL

### PROFESSIONAL ASSISTANT

AREA EDUCATION OFFICE, YORK  
Salary Scale: PO1/02, £4,989-£5,250 plus £620.56 per annum supplement (salary increase expected from 1st July, 1978)  
The Professional Assistant (York/Solby Area) will work with the Area Education Officer as the second of two professional officers based at York. The post will provide an interesting opportunity for a person who is an honours graduate, with successful teaching experience, who wishes to gain experience of area educational administration in a large county. Experience of education administration would, however, be an added advantage. It is hoped to make an appointment to date from the 1st September, or as soon as possible thereafter.

### PROFESSIONAL ASSISTANTS (2 posts)

COUNTY HALL, NORTHALLERTON  
Salary Scale: SO1/02, £4,239-£4,992 plus £520.56 per annum supplement (salary increase expected from 1st July, 1978)  
Dulles will be either in the field of further education, primary education or special services, and will provide an interesting opportunity for persons who are honours graduates with successful teaching experience. The post will be a full-time position, and early application is invited. It is hoped to make appointments to date from the 1st September, or as soon as possible thereafter.  
Applications for these posts are invited by letter to the County Education Officer (Room 35), County Hall, Northallerton, North Yorkshire, DL7 9AR, from whom details of the posts are available. Closing date: Tuesday, 26 June 1978.

## THE BRITISH COUNCIL



think computers—think ICL



## EDUCATION DEPARTMENT

## Adviser for Modern Languages

(Soulbury Scale equivalent to points 1-4 of Burnham Group 9 headship) £8,388-£8,901

Applications are invited for the above new post, available from 1st January, 1979, or sooner subject to availability of candidates. Candidates should be well qualified academically and have had appropriate teaching experience at a senior level or advisory experience. Duties will include pastoral responsibility for a group of schools as well as advising and giving leadership in modern languages throughout the Authority. An ability to contribute in other areas of the curriculum will be welcome. Relocation expenses may be allowed in appropriate cases.

Application forms and further particulars from the Establishment Officer, Town Hall, Barnsley.

Closing date: June 23, 1978.

## BARNSELY

METROPOLITAN BOROUGH COUNCIL

## BRITISH THEATRE

## ASSOCIATION

requires an

## Assistant Director

to play an important part in the expansion of the Association's activities. Applicants should have a broad experience and knowledge of theatre. The Association's library and collections are unique in the world and it also provides the most comprehensive theatre information service in this country. Courses in all branches of theatre work are organised for professionals and enthusiasts and the Association publishes "Drama" quarterly. Starting salary £3,500 per annum. Write, stating age and experience, to British Theatre Association, 9 Fitzroy Square, London W1P 6AE, marking envelope "Chairman".

## KENT County Council Education Department

## Your Care Skills...

could literally save difficult adolescence, now way of the role, from a life in and out of jail, by joining the staff of this short stay Home situated in pleasant surroundings near Tunbridge Wells. It's a difficult, demanding—but so is every worthwhile job with people.

If you are looking for highly stimulating work which could start you on a new career, find out more by talking with Richard McFarlane on Tunbridge Wells 24156 on June 12th and 13th or writing to him at Park House, 24 Park Road, Southborough, TN4 0NU. Then obtain your application form from Nicolas Stacey, Director of Social Services, Kent County Council, Springfield, Maidstone. Phone, Maidstone 571411, ext. 2690. Ref. P/ST/R/8972.

## SUMMER TEFL LANGUAGE HOLIDAYS

We are a well-established residential children's summer school, with unrivalled facilities, in rural Sussex. Regular over-subscription to our courses testifies to our serious approach to both Language and Holidays. We are inviting applications for the following residential posts—

1. Director of Studies. 7th July-31st August. Course planning responsibilities and general supervision of academic staff. Interview London 1-6 July.
  2. Experienced TEFL teachers. 19th July-31st August. Interviews London during June.
  3. Exceptional recent graduates (under 23). 19th July-31st August. Interviews London during June.
- Please write with cv. to: Box No. TBS 3350, The Times, WC1X 8EZ.

## MISCELLANEOUS

## Appointments

## continued

## CROYDON

## RECEPTION

## CENTRE

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